

CHILD-WELFARE MAGAZINE

Vol. X.

NOVEMBER, 1915

No. 3

President's Desk

To arouse the whole community to a sense of its duty to all the children was given as one of the objects of the Congress.

**Avenues for
Messages of
Child Welfare**

The greatest leaders are those who inspire others to work, not those who work alone. The Congress regards with genuine satisfaction the change that has come about through eighteen years of effort to "arouse the whole community."

Child welfare and educated parenthood are engaging the attention of many organizations and individuals, of the daily newspaper, magazines and books, of schools and universities.

The Congress has for one of its objects the universal organization of parents for study of child life and home making. Each year sees marked increase in its ranks, yet even now the work is but in its infancy.

When there are thirteen million children under school age in the United States, with eighteen million in schools, and twenty million who have left school there can be no possibility of reaching all who need the light on these vital topics unless every possible agency is used to accomplish this end. No one organization can do it all.

Every officer of the Congress should use every avenue to send the message—through other organizations, through magazines and newspapers, through conferences and conventions.

Every organization reaches a different membership, yet child welfare may interest all of them. Its claims should be presented and their help enlisted.

Every magazine reaches homes which never heard of the National Congress of Mothers and Parent-Teacher Associations. Articles by members of the Congress give publicity to its message, and give help and inspiration to parents and teachers who are reached in no other way.

Newspapers are a valuable medium and should be used as generally as possible. A place on the program of conventions can often be secured, and is another way of extending knowledge and interest.

The National Congress of Mothers and Parent-Teacher Associations welcomes with joy the use of every avenue that leads into homes.

Thousands of parents do not own or read books on child nurture and home-making. They do not go to libraries. Many of them take a daily or weekly newspaper or a magazine. These are therefore valuable mediums which every promoter of the Congress aims will use to extend the ideals for which it stands. Dr. O'Shea, our chairman of Educational Department, has set an example to others in this way, losing sight of no opportunity that offers to promote a better understanding of all that relates to child welfare. Through

universities, books, lectures and magazines his message has been given, and to Dr. O'Shea's service the cause of child welfare is indebted.

Every department chairman and every Congress officer will do well to use every avenue open, and to open avenues that are as yet closed.

October 4, 5, 6 brought together officers and members of the board of managers of the National Congress of Mothers and Parent-Teacher Associations at Hotel Wolcott to plan the work for 1915-16. The western, southern, central, northern, and eastern sections of the country were represented. National department chairmen who have the duty of guiding and directing the chairmen in states presented excellent practical plans which were accepted by the board with genuine appreciation of the initiative and thoughtful planning that had been done.

The names of the department chairmen appear each month in *CHILD WELFARE MAGAZINE*, and their messages will be given through its pages. Every state president and every local president can greatly promote the work by sending the names of chairmen to the national office, 910 Loan & Trust Bldg., Washington, D. C., and to the National Chairman.

Complete the circle as soon as possible that effective work may be done.

A tour of some of the National officers will be made in March through Virginia, West Virginia, North and South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, and Kentucky prior to the annual convention which will meet in Nashville, Tennessee, April 4-9, 1916. It is hoped that conferences may be arranged by states in consecutive order in some of the principal cities in order that as many places as possible will be visited. It will be a joint tour of the Congress and the Home Education Division of the Bureau of Education and the coöperation of educators will be asked. Already letters have come asking if it will be possible to secure a visit from the officers.

The selection of Nashville as the city for the convention makes it possible for the entire South to meet with the Congress. It is accessible for those in all sections. The State Capitol is promised for the meetings. Arrangements are in charge of Mrs. Eugene Crutcher and an efficient local committee.

The National Congress of Mothers and Parent-Teacher Associations will hold its usual conference in connection with the Department of Superintendence of the National Education Association in Detroit during the week of February 22.

**Conference in
Detroit February
22, 1916**

These conferences attract the interest of the entire group of educators and are of greatest value, affording opportunity for discussion and conference on the matters of education in which parents and teachers have a mutual interest and a mutual responsibility.

October and November have been chosen for the convention months in New York, New Jersey, Ohio, Pennsylvania, Massachusetts, Texas, Iowa, Oregon.

**State
Conventions**

Many thousand homes are being reached and inspired to greater sympathy and understanding of child nature by these conferences with their fine programs. Each convention extends the message of child welfare to a larger group. Each year marks closer unity among the members of this wonderful National Congress of Mothers and Parent-Teacher Associations, better understanding of its great fundamental purpose, wider coöperation of other educational organizations, and greater respect for the Congress on the part of all thinking people.

Quietly, steadily, faithfully, it moves on, doing the Master's work in trying to guide and guard the little ones, and lead them to noble useful lives. Blessed are those who can contribute in any way to so great an object.

The National Congress of Mothers and Parent-Teacher Associations has created a Department of Child Welfare Circles which will be distinct from the Parent-Teacher Associations and which will make a place for those who are interested in Child Welfare yet have no children in schools, and who feel out of place in a Parent-Teacher Association.

**New Department
of Child
Welfare Circles**

Many of these Child Welfare Circles will give their first year to the study of "Parents and Their Problems," a set of books which gives the most up to date ideas on child welfare in and out of the home. Those who make this study are better qualified to discriminate as to measures which really are helpful for children, for there are many which fall short of their purpose, and some are actually injurious.

The dues of the Child Welfare Circles have been fixed at \$1.00 per year to be divided equally between the state branches and the National Congress of Mothers and Parent-Teacher Associations.

The great need for a larger income to carry on the work is felt everywhere, and there are many men and women who are able and willing to pay dues of \$1.00 per year, and who desire to pursue child welfare work in various phases. Pittsburgh has over 2,000 members of Child Welfare Circles, who are enthusiastic over the possibilities for service. These circles entertained the Pennsylvania Congress of Mothers at the annual convention in October.

Everyone engaged in public work learns the need of education of children in the courtesies and good usages for correspondence.

Many students in large universities write, asking for data that will enable them to write a thesis. No postage is enclosed; no appreciation is expressed afterward, in regard to the information given.

**Etiquette in
Correspondence**

If this form of letter was an individual one, it would not be worth while to note it, but men and women in public positions receive so many such requests that it reveals a condition which is in the power of parents and teachers to remedy.

It is certainly a matter of good form and courtesy, for any one desiring personal help, to enclose a stamped envelope for a reply. These matters of courtesy and good form cannot be too strongly impressed on boys and girls in home and school. Often the information desired would take hours of time and would be practically writing the thesis which the young student has in mind.

This information is always given, but with the feeling of regret that any one can ask such service without even sending a postage stamp to carry the reply.

Many correspondents send letters with insufficient postage. A due stamp for 2 or 4 cents always makes one wonder why writers do not weigh their letters before mailing. It is in little things that thoughtfulness and consideration mark the well-bred man or woman.

Courteous Manners

By MRS. A. CAUMONT*

"*Le je ne sais quoi qui plait.*"—
LORD CHESTERFIELD.

It is a pity that, in these days of systematic cramming, one or two important branches of education run the risk of being crowded out.

The delightful art of good letter-writing has fallen into disuse with the era of the post card; and who dreams nowadays of referring to a certain little obsolete work entitled "*Ye Boke of Good Maneres*"?

Not so in France. The French nation, whatever defects it have, will to the last maintain its character for politeness. We, in our superior way, call this inimitable quality of theirs "French polish," and sometimes hurry to order it wholesale for the children in the shape of a nursery governess from Paris. After a little, the young people converse in French quite prettily and correctly; but—their manners remain unchanged. They are not in the least like *mademoiselle's* former pupils in the Rue St. Honoré.

You see, this kind of French polish cannot be laid on like veneering. You have underrated it; it is in the grain, and must be constantly rubbed bright by careful hands. That winning grace of manner, which is true politeness, is simply kindness not ashamed to show itself in a thousand happy ways.

Now the idea in France is, that one cannot begin too soon to stop a child's egotism, and encourage its innate tact for others; in other words, to train its manners.

As soon as the little creature can lisp she is taught to say "*Bonne-Maman*," with a certain sweet reverence, which is more welcome to elderly ears than our pert *soubriquet*, "*Granny*."

Every recurring event of the day, each of those little family festivals, whose observance relieves the prose

of the humblest French household, becomes an occasion for exercising the little one's expansiveness. A stranger is in the house, and is summoned to breakfast. Our little "Ethel" or "Gertie" would perhaps stare at him, wait to be introduced, stare at him again, and then doubtless criticize him in her little girl's mind, wondering in how far his presence may interfere with—or add to—her own comfort through the day. Egotism is at the bottom of Miss Ethel's cogitations.

But the stranger is in *France*. Little five-year-old Marguerite knows that she must shake hands and say "How are you this morning, Monsieur? I hope you have slept well!" As a member of the family she is bound to play hostess; and the very words her tiny lips repeat lead her to be concerned for the stranger's welfare. "How dreadful," speculates the little woman, who has just risen fresh and rosy from her own soft little cot, "how dreadful it would be to lie awake, ill and frightened, in a strange house for the first time. Oh! no, but this isn't a strange house! We'll make him feel *that* all the time he is here."

Our little Marguerite is quite accustomed to this sort of hospitality. Her feet have already trotted scores of times for footstools and cushions to prop up aunts and grown-up acquaintances; her best toys have quenched the tears of numbers of homesick and shy little boys and girls; and on every occasion her child's heart has gained a new experience in loving, until at last, its dictates have become the mainspring of her politeness, the secret cause of the little girl's good manners.

I remember a child who was polite towards her dolls. One day she received a present of a "nigger-dolly"; and what did little Julie do

* Mrs. Caumont is an English writer and refers to England but the statements apply equally to the United States.

with it? She brought it into the nursery where all its future companions, with their golden locks, blue eyes, and lovely pink-and-white waxen faces, were ranged in a row along the sofa; and she said, "Now, dollies dear, you are to be kind and gentle to the little stranger. You see she is black, for she has come all the way from Jamaica to play with you; but you are not to laugh at her, that would be rude and cause poor Topsy to cry. You are to kiss her and love her."

Little Julie merely repeats what careful Mamma has taught herself. She hands down the accepted tradition of courtesy and good manners. As she grows older, it is the self-same lesson in many forms, which is impressed upon her mind by example and precept.

She learns without difficulty to be gracious to the poor, to drop her coin into the hat of the mutilated beggar with a tender glance of sympathy, her good breeding aiding her to overcome any sentiment of repugnance at the sight of his infirmity—unlike those well-meaning people who mar their own charity and offend the poor by a fastidious and patronizing manner.

She learns that when invited out with her young companions she must listen attentively and civilly to the longest narration of her school friends, no matter how intensely interesting the secret which she longs to impart. She knows that she must not yawn in Clotilde's face, nor say "Yes, yes, I have heard that anecdote before." She is taught to restrain herself when dessert is passed round, and she unconsciously blushes for the ill-mannered little girl who snatches at the largest cream cake on the side dish.

As a tall girl, when entrusted with the household purchases, she understands how to make herself respected in the shops. With modest dignity she waits her turn at the overcrowded counter, and finally inquires for the article she wants in a gentle tone, with a quiet, collected manner,

giving courteous heed, however, to the salesman's advice, and thus adding to her general stock of practical knowledge.

The good manners our little French friend acquires so easily have been inculcated from her earliest infancy; and have been attended to without interruption from the moment she first toddled through the nursery, until the day she drove off to the boarding-school; and from then, till she herself settled down in her new household, and began to continue the same tradition with her own first-born.

The child who was polite towards her dolls, and amiable towards her class-mates, you may now identify in the polished and cultivated gentlewoman. You perceive by her whole manner that she is a lady. Regard for others and self-command, render her constant service in each event and accident of her everyday life, from the smashing of her favourite *Sèvres* by a careless servant, to the breaking down of the engine on board the Calais mail packet. And, for all, she has to thank the careful and assiduous home-training in good manners.

"But, alas!" exclaims the British mother of a large family, "As our girls grow older, and are required to work for their horrid examinations, how can we worry them about trifles?"

"My daughter," boasts another matron, bridling at our remarks, "has the good sense to see these things for herself, and knows perfectly well when to be polite and when . . ."

"Not!" You have just expressed it, Madam, "when, and when *not*." In a word, you have betrayed the motto of spurious good manners. With real courtesy there are no such conditions; for deference to others is a quality to be nurtured day by day, and year by year, like a plant. Neglect, sneers, and snubbing may blight it altogether; but good care may train it into the fairest flower that graces lovely womanhood.

Our French maiden has her classes to attend, her compositions to pre-

pare, her "chromatic scales" to practise; but, before all her school tasks in importance, ranks grand-papa's birthday letter, godmother's favorite poem to be repeated on New Year's morning, the sonata learned by stealth against the day of the invalid mother's convalescence.

The constant exercise of regard for others produces a certain ease of manner which, as a rule, the French possess, and which is of invaluable importance in society. Its absence is too bitterly felt sometimes by some of our own young compatriots.

Have you ever noticed the agonies our average schoolboy or girl have to undergo in the small matter of returning thanks for a present? People call it awkwardness and bashfulness; but it is actual pain.

Charlie and Lucy have received a splendid Christmas-box from old Mr. Johnston, and are called in to express their gratitude. They are delighted with their present; in their inmost hearts they adore old Mr. Johnston. Why, therefore, do they stand glowering at him, as though he were their mortal enemy, Charlie's face waxing red as a turkey cock's comb, whilst little Lucy hangs her head and fumbles with the ends of her sash? They stammer forth a few half-audible sentences, and then suddenly collapse into a helpless condition of shame. In short the interview is unpleasant to themselves, their mother, and to Mr. Johnston. The thanksgiving performance was a *fiasco*, and why? Simply because they were not accustomed to it.

The same scene in Paris would have been enacted quite differently. . . . Monsieur Petitjean arrives; the children are on the alert watching for him. They *wish* to thank him, and know right well how to show their feelings. A hearty shake of the hands, bright eyes, a very distinct "Oh, thank you, Monsieur Petitjean! How very kind it was of you to think of us! We shall take good care of your gift." All this and as much more comes quite naturally from "Charles" and "Lucile," who would

consider themselves little savages were they to act otherwise. They cannot recollect the time when they were taught these things; yet, trained they were as "toddling, wee things." They have been trained also to give grown-up people the precedence in entering and leaving the room, the shop, the church, the railway train; in short, to observe that "after you," which is by no means to be despised nowadays.

Many of our girls do not know even how to enter a room. Instead of the graceful inclination of the head, as a mark of respect or acknowledgment of recognition to those present, we have a square object, something like the engine of a steam tramcar, shunted into our midst; and in lieu of the friendly pressure of the hand, a six-buttoned glove is thrust against us in a manner suggestive of the professional boxer!

How many *sit* ungracefully, giving the cold shoulder to their neighbor, turning in their toes, and turning out their elbows! For these little matters the French mother does not wait, relying upon the frantic endeavors of a "professor of calisthenics." She knows that bad manners once acquired can rarely be unlearned; and she is aware that an amiable disposition, and refined, gentle, and respectful manners will go further than silks and furs and purest diamonds towards fitting her daughter for a place in good society.

The intelligent Frenchwoman is aware of the importance of keeping her little ones fully occupied. As a thrifty housekeeper, she wastes nothing; as a wise mother, she foresees the danger of idle moments, as engendering bad habits and conducive to bad manners; and, therefore, has a hundred little devices at her command which she produces at the right moment to save the little minds and fingers from mischief.

"A rainy day," said a young Englishwoman to me, "is a calamity at the seaside. Out of the holidays, I don't mind it so much; but when

the children are at home, it is really dreadful."

Ere forty-eight hours had passed I was ready to agree with her. "It has set in for a wet day all round, ma'am," pronounced nurse, with a sigh, as she deposited the youngest child on the hearthrug, and cast an ominous glance in the direction of the three elder children.

Breakfast was over, and before many minutes Dora, the eldest girl, came sidling round with a woe-begone little face, "What shall I do next?" she wailed forth, swinging herself by the back of her mother's chair and dangling her slipper.

"Shall I give you all something to do?" responded the house-mother half irritably.

"No, no, no," growled forth three dissatisfied young voices. "It's holidays; only that horrid rain——"

"Keep quiet and amuse yourselves till it is over. Perhaps somebody would tell you a fairy tale?" suggested the poor little mother with an appealing glance at me.

"No, a real true story," screamed Dora.

"I don't like stories; I like soap bubbles," interposed the querulous accents of little Madgie, the delicate, ailing one of the trio.

"Shut up, you girls," cried Bobbie, "and let's have *Robber Kings*! I'll have the sofa for my den."

"A good romp can do them no harm," said my friend, trying to yield with a good grace. "Take care of the glass shades, Dora—and, Bobbie, you be gentle with little Madgie," she added in beseeching accents.

But her words were already drowned in the bustle of chair-hauling, pillow-piling—preliminaries for the barricading of a feudal castle. We older people were ejected from our comfortable chairs, and were forced to retreat with baby to a remote region; but the walls were not thick enough to shut out the sounds of thumps and thuds and bangs against the sitting-room door.

My friend tried to look calm, and repeated with the faintest smile in

the world, "I do like them to enjoy themselves." This was a stereotyped phrase with her, and summed up her notions respecting her children's education.

"And do you think they *are* enjoying themselves?" I asked.

"Oh, yes, of course they are." And at this instant our own door was flung open, and in burst Dora, all excited, her hair wild, her cheeks aflame, her eyes sparkling, voice out of its natural register. "Mother, we were having such fun, only Bobbie was so nasty, he would play no more when I got Queen."

"She pinched Madgie for being on my side," retorted the little boy in a wrathful tone, "and I merely boxed Madgie's ears once when she did the traitor, and didn't hurt her at all. Ask herself."

At thus juncture Nurse appeared on the scene, bearing the sobbing ex-traitress in her arms.

The little folk were not one whit more courteous to each other, more deferential towards their mother, out-of-doors than indoors. There were the same jealousies about the spades and buckets, the same exhibitions of temper, the same mutual recriminations; only they did not oppress one's nerves so much in the open air as within the four walls of the small hired villa. The mother was like the ostrich with its head in the sand. So long as the little people did not overwhelm her with their boisterousness nor annihilate one another, no positive harm—she thought—could exist. She did not see that they were contracting coarse manners, rude modes of feeling, for life.

The following winter I was staying in a *faubourg* of Paris a few weeks after Christmastide, with a French family consisting of a bank clerk, his wife, and their two little daughters. How well I recollect one dark morning when we rose to find snow descending in thick, solid flakes. The young papa had to start off for his "bureau"; but before leaving, he decided that his little girls should remain at home all day.

"And the sledges," began the little women, all disappointed. "Cousin Victor and Cousin Maurice promised to give us a ride."

"Not to-day, dears," interposed their mamma, "perhaps to-morrow, when the snow is firm."

Not a word more was spoken just then; but I noticed one little body's eyes blinking very hard; and another little person's underlip quivering almost comically. At last, after an interval, little Sophie whispered softly, "Is your head aching, mamma? You say it generally does when the snow falls."

"A little, but not much, darling."

"Ah, we will keep very quiet then, and not disturb you! And see, here is a cushion, and a high footstool. Now, rest nicely, and you'll soon be better," added the little mite, in quite a motherly, soothing tone.

"Mother," lisped out the younger sister, "I'm here, too, if you want anything. And if Victor and Maurice do come, we'll listen, and open before they ring."

My French friend and I involuntarily exchanged amused glances over the self-imposed carefulness of the precocious little couple. Very soon my companion dropped fast asleep, whilst I became absorbed in the

book I was reading. After some time I raised my head, and looked round to ascertain what had become of the children.

The snow was still falling, falling lazily, in thick flakes: at a small table near the window sat Sophie stringing beads; beside her, and very much pre-occupied by his work, was her cousin Maurice, pasting pictures into an album. Victor was manufacturing a bead necklace almost as long as Sophie's; whilst three-year-old little Laure, her elbows on the table, and her little chin resting on her chubby fists, was intently gazing at all three. In the general anxiety not to arouse the mamma, I too had been left undisturbed.

"O you sweet darlings, how good you were!" cried the fond young mother at last, shaking herself up, refreshed after an hour's unbroken slumber, and turning her eyes on the garland of happy faces clustered by the window.

Now these little French children were civilized and polite; but the fact of finding interesting occupation ready to hand did much to keep up their good behavior. In that house such emergencies were foreseen, and suitably provided for by the parents.

When Baby Comes

When baby comes how pure our joy,
And happy be if girl or boy.
How love will make our hearts rebound,
And turn to music each low sound
When baby comes.

Divine our lot that we may be
Permitted to such company,
Angelic innocence and grace
And purity on its fair face
When baby comes.

May we make white these souls of ours,
And stain not one of heaven's flowers,
But breathe with Christian purity
Above the life from guile so free
When baby comes.

And may this woman's heart of mine
Look upward to the power divine,
And thus bequeath a wealth of grace
That may be written on its face
When baby comes.

LILLIE WALLS STANSBURY.

Training Children of the Nursery Age, the Basis of Success in Teaching

By J. MADISON TAYLOR, A.B., M.D.

Associate Professor of Non-pharmaceutic Therapeutics, Medical Department of Temple University, Philadelphia, Pa.

We may confidently assume, in accord with evidence, that by far the most important foundations of growth in character, in capabilities, and in usefulness are or should be laid by parents in the home. Also that the one critical period in development is while the infant is wholly dependent upon the wisdom of mother, nurse or those in the home circle. Grandparents exert a beneficent influence provided they retain original qualifications, have not lost insight or apperception, in short, are able to bring to bear a matured wisdom unmarred by erroneous ideas, indulgencies, prejudices, or hypercritical attitudes.

Just so soon as we realize that the human being is from the earliest manifestations of inquiry and responsiveness (between the second and third years) at the acme of educability, we may then give direction and certitude to teachings. These will then fructify and form an integral part of citizen-making. We may thereby expect to see results of which supermen will appear among the products.*

I

One point stands out clearly, viz.: the first requisite of primary education is a just appreciation of the nature and gravity of the problem by the mother and others on whom responsibilities lie.

Hence my first specific recommendation is that parents learn and act upon this fundamental principle. Whosoever advises them should give undivided attention to this most important duty and privilege. This parental obligation should be one of the chief tenets in any form of

religion. Let clergymen and priests of all kinds take notice and realize where their responsibility lies.

Furthermore, parents should neglect no means of qualifying themselves to supply this service. The largest advance in solving any problem is *to achieve a realizing sense of the ends to be attained.*

The means of this achievement are not, or need not be, too difficult. They consist of, first, a conscientious endeavor to interpret instinctive infantile promptings, to make the best use of them; and, second, to learn from the experience and teachings of those fitted to supply counsel a few, at least the best, of those rules of action and procedure which have already emerged from the study of child welfare.

Where and when shall parents learn how to proceed, not only to do the right thing but especially to avoid committing blunders?

A rich field of endeavor is here offered for those devoting attention to this most important factor in human well being. A syllabus for parental guidance in home-training is urgently needed; it should be the product of the best minds capable of being brought to bear on the subject. While waiting for its formulation I venture to present the following suggestions. We are now prepared for a second recommendation, viz.:

II

In any scheme of primary education provision should be made for the training of young children in the outline principles of parenthood, its duties and responsibilities, at least for some direction in the steps whereby parents shall learn to guide and conserve

* See Chas. Sedgewick Minot, "Age, Growth and Death."

instinctive infantile impulses, and especially to make no grave mistakes.

Many maternal yearnings come by way of girlhood's selective tendencies for dolls. These should be supplied with not only full parental encouragement, but intelligent maternal direction. In boys less definite paternal trends appear. A large number of protective and home-making instincts do exist, are readily conserved and amplified by directing the play impulse toward useful and domestic doings.

Hence on nursery education we must depend to supply right moulding of thought and direction of purpose toward parenthood.

In short, the youngest children should grow up in an atmosphere of home-making; learning to become potential parents; absorbing insensibly a group of sound working domestic principles.

To a limited extent kindergarten methods meet this indication. They should however be amplified in essential directions to produce more definite results in this realm of home economics. Inadequate emphasis is laid by kindergartners on life's gravities, responsibilities, duties, especially future duties, both of the hearth and of the commonwealth.

Elements of responsibility, immediate and future, individual and collective, should be early implicated, woven into the pattern of mind and purpose. A symmetrical personality is the aim of all human training. Children should be taught these elemental principles in order to pass them on to their offspring.

If I were called on to reduce to one major principle the best means of bringing out and developing availability in mental powers, my recommendation would be that:

III

The infant and young child should be encouraged to make observations, to confide frankly percepts and inferences to others; every conscientious endeavor being made by confidants and directors to afford clearest, sim-

plest, always the most correct, explanation within their power. Also when the adviser does not know how to interpret let him or her admit ignorance and proceed to learn. Moreover never afterward omit self information and to furnish the desired explanation.

Intelligent infants are perpetually making discoveries and forming their own judgments. There is no end to the wealth of infantile percepts. The integrity of mental growth depends upon the degree of precision and completeness of percepts, and especially upon the accuracy of inferences deduced. The normal young child is eager to learn and naturally depends upon the (supposedly) superior wisdom of elders. Woe betide if the environmental group contains foolish individuals, careless, impatient, or worse than all flippant.

It is highly reprehensible in those with whom the child comes in contact to omit giving grave attention to childish inquiries. It is unforgivable to treat these hungerings for truth as though they were negligible. All questions should be answered gravely, accurately, or ignorance should be admitted and the answer promptly sought and supplied. I know of no more certain evidence of crass offensiveness, of detestable injustice, than to insult these out-reachings of a growing consciousness, to make sport of them and fling back erroneous, flippant or misleading answers.

Fortunately, however little these dunderheads realize it, most children will instinctively classify them as numskulls.

A child may persist in hoping (pathetically) that the stupid parent or nurse may, on another occasion, prove to be a dependable source of information. Little by little, however, realization will come; then, thrown back upon personal resources, the small pioneer necessarily learns self-reliance. Sometimes this self-reliance is almost sufficient to develop vigorous reasoning powers. But at what cost of time, precious oppor-

tunity, revisions and useless struggles, one is unable to picture.

Obviously that child will make largest advances who is so fortunate as to come in contact with individuals of sound common sense, of alert apperception, no matter how humble the station in life, or uncultivated the personality. Here is a subject worthy of the highest attention. Care and skill in outlining how to deal with the child mind in its early questioning stages is one of the loftiest of human endeavors.

One other recommendation is confidently offered:

IV

Whatever else is taught to infants and young children, they should have their attention early directed to the science of life, growth, change, reproduction; in brief, to the A, B, C's of biology. This has been successfully employed as a guiding principle by some parents who have thus been able so to conserve and enhance intelligence as to obtain brilliant results. This can readily be done by surrounding an infant in the nursery with living objects, growing plants, birds, fish, animal pets and the like. Attention being directed to these objects, percepts guided, inferences revised, inquiries met conscientiously, many primary truths will thus be implanted; habits formed of thinking in factors of biology.

Toys are symbols. However useful toys may be, one must not forget that imagination is a colossal factor for good or for harm. In order to grasp the intent or significance of a symbol dependable information should be supplied as to the object symbolized, or grave errors will result.

To allow symbolic impressions to grow rankly, to become loosely, variegated, without supplying a basis for those images, merely invites a larger, more complex and ultimately ineradicable group of erroneous concepts.

Toys are doubtless capable of great educative usefulness. Never however if supplied haphazard. They afford pleasure rightly used, but in

excess, or unguided, induce mental distraction; too often wasteful and destructive habits.

So likewise of fairy tales, romances; more harm than good comes from unclear or scattered impressions. It is quite true that fancy, imagination, impersonations, etc., must and should be encouraged. Dramatic powers are of great value. To play at being this or that person, or animal, or object is instinctive. I submit the desirability of utilizing, training, these promptings so as to render life richer, fuller of available material for thought, reasoning, as well as beauty. To achieve this wise guidance is required.

In line with the proposition to select the more desirable foundations of, or materials for, thought, for meeting life's experiences, I would also recommend that *throughout the nursery age* (and well into the adolescent age) *the subject of biology be continued.*

As mentality develops the child will accumulate an invaluable fund of basic impressions, not mere information; he will then gradually learn to think in integers of natural phenomena. This will involve a primary knowledge of physics, the laws of matter and force; of chemistry, of the ultimate constituents of matter; of the interacting rights of individuals and communities; of hygiene, sanitation, and a hundred other allied subjects, not the least of which is a sane and normal view of the ever-puzzling question of sex impulse and relationships.

Through, and by, studies in biology (judiciously directed) I believe points of consistent contact with all the natural sciences will be supplied far better than without this fundamental thread to string one's beads upon. One final recommendation:

V

Train the motor and psychomotor faculties. Biologically coordinate motion precedes mental action. The infant does things, makes voluntary movements, before consciously directing them.

Instinctive motor energizing gradually and insensibly passes into purposive acts and develops into intelligently directed efforts. Purpose becomes elaborated through innumerable simple experiments in doing, and grows by amassing more and more complex percepts.

Through and by precise information thus collected do percepts increase in distinctness and come to form sound, dependable foundations for primitive reasonings.

First, sense organs learn to function: The eye observes objects; the hand is put forth, estimates distances, form, resistances; tactile impressions grow; taste is consulted; various sensory tests are supplied. Little by little data are collected on the factors of environment; and then judgment begins.

Hence to attain and conserve motor proficiency is obviously of primary importance in any scheme of education.

Motor elaboration is of such importance as a basis for mental efficiency that attention should be focused upon this elemental fact, and adequate means employed to afford right foundations for motor habitudes as a prerequisite for mental habitudes, psychologic correlates.

Take as illustration the well-known fact that self-confidence in any or every aspect of advance in action, in initiative, in coping with daily difficulties, depends mainly upon control of voluntary mechanisms, in achieving poise, skill, hence proficiency, judgment.

How largely motor confidence makes for intelligent determination, initiative, we do not yet know. Daily experiences furnish abundant confirmation of the assumption. Admitting that there are those who seem prodigies of mental force, though of conspicuously feeble musculature, we can only classify them as extraordinary and exceptional individuals.

G. von N. Dearborn says: "In no sense does muscle, in the hierarchy of the tissues, own any inferiority to

the nerves. The brain, probably the cerebellum, coordinates the movements, and in case of the voluntary muscles, directs them on the same basis that some glands provide metabolic enzymes, the intestines with food, the blood with commissary and sewerage service, and the lungs with oxygen. But the muscles, like the glands, the intestines and the lungs, are living protoplasm and we have the right to suppose serve the brain no more than the brain serves them. Each is but a special differentiation of one living substance like the rest of material force and matter, containing no essential inherent tendency to centrality." Also further:

"Muscles furnish their quota of energy of the afferent aspects of the nervous system. It is the movement in and of the muscles, tendons and joints that starts the kinesthetic and other cenesthetic impulses toward the centers. It is the stupendous maze of the central nervous system, on the other hand, that coordinates these multitudes of influence pushing into the gray matter."

"When we trace to its source the energy that directs movements that in turn represent the stream of consciousness and subconsciousness, we find that of all forms of protoplasm in our bodies none has a better claim to represent the mental process than has muscle."*

Furthermore, we need to know more facts bearing upon the kinds and degrees of motor proficiencies, inherent or acquired in the earliest stages of development. Disabilities presenting may readily have become acquired.

Experience is ample to support the contention that abundant power and skill to do, to perform, constitutes a reliable foundation affording extra positions of advantage from which mediocre mental equipments can achieve more than could otherwise be hoped or expected.

Be these things as they may, the postulate obtains till the contrary is demonstrated, viz.: that

* Prof. George von N. Dearborn, *American Physical Education Review*, January, 1909, Vol. XIV, No. I.

VI

Motor competence, training in accurate doing, is the most desirable (possibly the essential) prerequisite of symmetrical and varied mental proficiency. The liberation of motor energy seems the closest possible correlate of the mental process in its various degrees of consciousness.

Muscle tissue in every part of the body by its activity represents every feeling tone strong enough to be considered as such. Feeling is a universal attribute of consciousness, always accompanied by somatic movements throughout the organism. All up and down the blood and lymph vessels in almost every part of the soma smooth or unstriated muscles maintain unceasingly its tonal and occasional contracting.

Parents should keep this point always in the foreground and both encourage and direct voluntary motion to become accurate, coördinate, balanced; also action needs to be judiciously guided into channels of usefulness.

At another time and place I purpose elaborating this generalization, relating personal experiences and recommendations as to ways and means.

It is my conviction that here is opened a field of endeavor rich in possibilities, making not only for the equipment of the individual as an industrial unit, but for prevention of disabilities in a large domain of pathology; forming also a basis of cure in many morbid conditions both mental and physical.

As said above, the methods of primary education now in vogue (notably the kindergarten) fail, in my judgment, to supply in full measure a sense of responsibility, the elements of proficiency.

Above all things is needed, as Boris Sidis has so wisely urged, the growth and encouragement of a consciousness of individual responsibility, proper personal relationship to one's human environment. We are what we make ourselves. We do not stand alone anywhere, at any time, however remote from communal obligations we may seem. Here as nowhere else is the need exhibited for wisdom in parental direction.

This is also the vital domain of morals and manners; the so-called Golden Rule of doing as we would wish others to do to us; the groundwork of all progressive advances.

ENDOWMENT FUND

Contributions up to Date

Mrs. George K. Johnson, Philadelphia.	\$1,000
Mrs. William T. Carter, Philadelphia.	1,000
Mrs. David O. Mears, Essex, Mass....	1,000
Mrs. Milton P. Higgins, Worcester, Mass.....	1,000
Mrs. E. A. Tuttle, New York.....	100
Mrs. W. F. Thacher, Washington, D. C.....	100
Memorial for Children.....	15
Mrs. E. A. Tuttle, Three Children....	
Mrs. W. F. Thacher, for Ellen Caneron	45

Contributed at Portland Convention

Washington Branch N. C. M. and P.-T. A.....	\$25
Missouri Branch N. C. M. and P.-T. A.	50
Massachusetts Branch N. C. M. and P.-T. A.....	25
Beaverton, Oregon, Parent-Teacher Association.....	5
La Grande, Oregon, Parent-Teacher Association.....	5
Fernwood, Oregon, Parent-Teacher Association.....	5
Corral Creek Mothers' Circle, Oregon.	5

Pre-delinquent Boys

By C. E. JOINER

Many of us have had the privilege of studying statistics regarding delinquent boys, men and women in reform schools, and in other penal institutions. These statistics are useful, but not beneficial to the inmates of these institutions. Why not make a study of the so-called "troublesome" or "pre-delinquent" boys, and gather a body of facts for use in preventing these boys and their successors from becoming delinquents, thus keeping them out of reform schools, jails and penitentiaries? The writer was appointed by the executive committee of the western section of the Illinois State Teachers Association to make a study and to report at their annual meeting. Blanks were sent to the superintendents of about fifteen schools of western Illinois, but only nine schools made a thorough study and a complete report. These reports may be summarized as in Table I.

From the pupil, the local and cosmopolitan press, and even from the magazines a torrent of criticism of the public schools annually pours forth, some of it timely, helpful and wise, and some of it quite otherwise. Now let us direct our attention to the home and to society and ask these institutions whether they are bearing their portion of the burden of responsibility for the education, especially the moral and religious education, of our children. The school has easily succeeded where it has a good entire home behind it, but we must confess that the school is up against an almost impossible condition where it has behind it either indifferent, fractional, or bad homes. The school, however, is expected to succeed where the home has been broken down by divorce, intemperance, immorality, or laxity. The teacher is expected to govern well thirty children from good homes along with ten or fifteen from broken-down or fractional homes, and the awful job is annually causing many conscientious teachers to realize that they

must retire from the schoolroom, or be retired by their shattered nervous system. Fathers and mothers unable to properly govern themselves or their three or four children expect a teacher to govern fifty, and if she does not do so without friction they cast the blame wholly on the teacher. I protest it is not only unfair but unjust—it is even wicked and cruel to expect these young teachers to control where men and women working together (?) have failed, but that is exactly what society expects of the teacher. If these statements are not plain to you, please let me refer you to the figures on Table I: 322 boys, or 13 per cent. out of a total of 2,452, reported "troublesome" or "pre-delinquent." A pre-delinquent is one whose conduct would indicate that he is in danger of becoming a delinquent later on, unless he changes his course. Of these 322 pre-delinquents, 188 have been kept out of school by their parents so much that they are older than the normal age and hence have become idle and troublesome; 24 are without mothers; 48 are without fathers; and 22 of the parents are divorced, hence nearly 100 of them are from fractional homes. Again 50 of them have intemperate fathers; 75 have mothers who are slovenly housekeepers; and 23 of their parents are immoral; hence nearly 150 of them are from bad homes. Again 103 have homes without religious influence; 191 have homes with loose home government; and 167 are never sent to Sunday-School.

On the boys' personal-habit, 83 belong to a "gang," 163 use cigarettes and 163 are out late of evenings. Whoever reads these figures carefully can come to but one conclusion—wherever there is trouble in managing a boy at school, usually back of this trouble is something wrong in the home. It is clear then that the breaking-down of so many American homes, and not weakness in school

TABLE I

REPORT OF CERTAIN SCHOOLS ON "PRE-DELINQUENT BOYS," THAT IS, ON BOYS WHO GIVE TROUBLE IN DISCIPLINE FREQUENTLY ENOUGH TO BE CALLED "TROUBLESOME"

Cities.—Monmouth, Canton, Kewanee, Keithsburg, Princeton, Galesburg, Galva, Quincy and Rushville.

Grades	Total Enrollment of Boys	No. Who Use Cigarettes	No. of Troublesome Boys	No. Beyond Normal Age
3	562	61	54	34
4	475	80	65	39
5	414	86	57	39
6	371	56	64	35
7	283	36	43	23
8	347	76	39	18
Total ...	2,452	395	322	188
Per cent.		15	13	58

Grade	Home is Motherless	Home is Fatherless	Parents Divorced	Intemperate Father	Mother Poor	Home-keeper.	Immorality of Father or Mother
3	8	11	3	6	16		3
4	6	10	5	8	21		7
5	3	9	4	14	14		6
6	4	7	6	10	13		3
7	1	6	1	7	8		3
8	2	5	3	5	3		3
Total ...	24	48	22	50	75		23
Per cent.	7½	15	7	15	23		7

Grade	Home Without Religious Influence	No. Who Attend Sunday School	Lax Home Government	No. Belonging to a Gang	No. Using Cigarettes
3	22	26	38	12	22
4	25	34	44	11	32
5	20	24	36	12	35
6	16	27	30	25	32
7	10	22	18	14	20
8	10	22	25	9	22
Total ...	103	155	191	83	163
Per cent.	32	48	60	25	50

Grade	Not Out Late Evenings	The Sex Problem Affects
3	19	16
4	29	4
5	33	8
6	34	4
7	22	2
8	26	11
Total	163	45
Per cent.....	50	14

management, is the trouble. Society must attend to delinquent homes, or it will always have more delinquent boys than it can care for. The state never can be a good mother or a good father but it can help to make good mothers and good fathers. It can prevent the breaking-down of the home by not granting divorces where young children are involved. It can cease breaking up homes by forbidding forever the practice of selling liquor to fathers and mothers and cigarettes to minors.

The home is still the greatest of all influences in education for good or for evil. The school is most willing to bear its just burden of responsibility for the conditions of society, but we plead that reformers turn their attention for a little while at least toward the home, in order to make it feel its responsibility, to the end that its products be fit subjects for the school and for school education. The public seems to have practically forgotten that there is such a thing as home education to prepare and supplement school education. If this article shall serve to convince a few parents of the great truth that the home is still, or in truth should be, the greatest of all educational agencies, then the purpose of this investigation and of this paper shall have been accomplished.

Another valuable asset which must be gained under conscious guidance is the habit of steady work and the love of it. This is primarily the produce of home training.

Every child, if he is to express himself normally in society, must be assigned to real home occupations, tasks must be done consciously, given work arranged for week days and holidays without oversight; in every case where the child can he must help himself. A mother's complaint is all too common, and she with other parents must be taught that the desire on the part of young children to help with the work is very important. Froebel recognized the universal desire of childhood to be of help in the work going on around it, a rare tendency

for coöperation with its fellows, and he repeatedly warned parents and teachers against discouraging, rebuffing, or checking the very important instinct. Creativeness alone is a great power, but coöperative creativeness is a much higher ideal. The school has realized that the home has neglected to give its children this great power of knowing how to work and of loving to work. As evidence of this recognition, we need only to turn to the effort that is being put forth to teach the manual and domestic arts in schools. In teaching these arts, the school frequently does so at the expense of the child's normal self-expression, because, when the spectacular enters in, then the deviation often is a desire to draw attention to one's self, and that is negative self-expression.

Obedience and work—two words that are unpopular, words which have a harsh, unfriendly sound, words that the young resent and which many of you think are directly in opposition to freedom, yet these are the two ele-

ments which the home lets escape to the school; but they must be built into a young child's life if he is to express himself in society normally. Through work, literary, artistic, or constructive, we are always able to see the individual; the most personal inner life of the worker is shown in his work. The habit of obedience and work is given to the child under guidance, but his self-expression will be a result largely of the imitative effort which he puts forth.

I asked a mother who has had a wonderful experience in study, in travel, and as a teacher to give me her idea of self-expression. She put her hand over her head and said: "There is no such thing as self-expression. My two boys imitate everything which they see their father do or hear him say. We have let go of all books and most of our theories and are trying to be good examples before our children, because of the law of imitation."

MONMOUTH, ILL.

How Shall We Hold the Boys

By MAUDE LAWRENCE WESTCOTT

The bright boy of today is looking for activity. He craves excitement, change and diversified interests which are seldom furnished in the average home. Yet away from the protection and safeguarding influences of the home sphere there lurk in wait for him the dangers and harmful attractions of the outside world. In the impressionable period of adolescence he must be saved from these by the wise supervision of those most intensely concerned with his welfare. It is, in popular parlance, "up to the parents" then to make of the home a center of interest satisfying to his active, adventurous brain, in which there will be no excuse for the old cry of "nothing to do" so often heard in the family circle.

How then shall we hold the boys

at home? Not by force,—except as a lesser evil to save from that which is far worse. Coercion is at best a negative and destructive force; the old idea of "breaking the child's will" has long since been supplanted in the thoughtful mind by the desire, rather, to strengthen that will to do right. Inspire in the boy then the wish to stay at home, and the effect upon character has been positive and upbuilding, while the end sought is more easily attained and lasting.

To create this "stay-at-home" desire in the boy-heart, it is necessary to consider some of the elements that form the ideal home for the growing youth:

1. There should be an atmosphere of cheerfulness, good temper, and freedom of action consistent with a

due consideration of the wishes of others. Permit plenty of laughter and fun. A little noise is not the worst of evils. Encourage the club instinct, provide opportunities for home gatherings. The boy, whose parents stand ready to welcome his chums to the home circle, would be ashamed to select for his companions the coarse or vulgar.

2. Healthful and interesting employment should be provided for the young. Dividing the home duties among the inmates, and changing around occasionally for the sake of variety, will create a love of, and interest in, home life, and prove an invaluable training for after life. Remember the boy likes to have a little money of his own. A small patch of ground to cultivate,—even if mother is the only purchaser of the produce,—a special job for which he receives payment, or any little “home scheme” by which he may earn a little pocket money, will bring him a sense of responsibility, and help in developing business character. In this matter of home occupation, it is never wise to wholly disregard any plain inclination of the boy himself in choosing his employment. A marked interest in one particular thing points out the road through which he may be taught the many other things he ought to know. His interest in animals, “collections,” gardening, carpentering, painting, “inventing,” tinkering with machinery, and the like, are all so many avenues through which his love of adventure and restlessness may be satisfied.

3. There should be a room or a “corner” of the boy’s very own in every home. If an entire room can be given over to him, see that it is furnished appropriately; sturdy,

simple furniture, pictures on the wall suited to his taste, a book-shelf, a chest for his belongings, a shelf for his tools with a substantial table below upon which he may conduct his “experiments” and any other furnishings or fixtures suited to individual taste and desires.

4. Good reading matter is an essential requisite of the ideal home. Character is largely formed through reading; a good book may be a tremendous influence in the boy’s whole life. Supply your child with books of general information, travel, biography, etc., and a few of the best boys’ magazines of the day, and he will not acquire the deplorable “trashy-reading” habit so often formed when good literature is not available.

5. Lastly, let there be confidential relations between the boy and his parents. Don’t show shocked surprise at an unusual revelation, listen quietly in the spirit of intimate companionship, and your sympathy and advice will carry more force and be sought again when a similar occasion arises. Instruct your child properly and protect his morals at the critical, curious age. Close sympathy and understanding between the boy and his parents is the greatest safeguard that can be thrown around a young life. The home should minister to the religious nature of the boy rather by the spirit of genuine Christianity that animates the parents than by specific instruction, although the first lessons in things moral and religious should have been learned at mother’s knee in the early years of childhood, emphasized, in the after years, by the living examples in the home.

From a Clergyman

The “Mothers” are great in their manifest sincerity and moral power. If they are the specimen of the “new” woman, let us have no end of

them. There was not an idle or mis-aimed word spoken last night. I have never spent such a profitable evening when so many persons were to be heard.

Country Life Department**MESSAGE TO STATE PRESIDENTS**

HON. LOGAN WALLER PAGE,

WASHINGTON, D. C., CHAIRMAN

MRS. AUGUSTUS H. REEVE,

MOORESTOWN, N. J., VICE-CHAIRMAN

As the country life problem is engaging more and more the attention and interest of students and workers in general betterment, we realize the value and importance of the Congress message to rural districts, and we desire to give to the country the same service now being tendered to cities and to suburban communities. Some few states have a Country Life Department, but for some reason, possibly the lack of a definite national plan of work, the reported results, with one or two exceptions, have not been what we should like them to be.

After much careful study of country needs and conditions, and practical experiments along various lines, the following plan has been drawn up, with a view to standardizing the work on general lines, while leaving each state free to develop any particular branches as required by local conditions.

Please give this outline your careful consideration and let us have your opinion of its practical value and also please answer the following questions:

Have you a Country Life Department?

If so, who is chairman? Her address?

What is being done? With what results?

If not, will you not at once form this department?

The National Department will do all in its power to assist the states in putting this plan into operation. Let us try it faithfully for one year and see what we can do for the country mothers and children.

The favor of an early reply will be appreciated by Mrs. A. H. Reeve,

Vice-Chairman, Moorestown, New Jersey.

PLAN FOR ORGANIZATION AND WORK OF COUNTRY LIFE DEPARTMENT

Department chairman who has a committee composed of chairmen of the following committees:

1. Schools.
2. Homes.
3. Roads.
4. Churches.

These chairmen gather information, plans, programmes, material, speakers; conduct conferences where desired and are sources of expert knowledge and inspiration to country and district chairmen on such lines as these:

1. Schools

State laws for education, and public use of school houses.

Parent-Teacher Associations.

Libraries—Suitable books for country children.

School gardens—Junior Civic League.

Road study in schools—state contests—improvement of grounds and buildings—school branches.

2. Homes

Parent-Teacher Associations.

Mothers' clubs.

Reading circles.

Home economics for country life.

Reading—music—dramatics.

Home education—child study.

Hygiene.

3. Roads

Road clubs for boys.

Road study in schools.

Road study in mothers' clubs.
Prizes to children for roadside culture, essays, etc.

4. Churches

Mothers' clubs—where no school is near.

Singing classes.

Field day and play picnic.

To carry out the work, requires a county chairman in each county, who will know her local needs and report them. Her work will include: Industrial contests.

Girls' clubs—boys' clubs.

Conferences of mothers' clubs and Parent-Teacher Associations.

Good roads day and mothers' day at county fairs.

Child welfare exhibits.

Prevention of infant mortality (on lonely farms where there are no modern conveniences).

County work may be subdivided under district chairmen who will unite to form the county committee under the county chairman. District and county chairmen do personal work. They draw on division chair-

men for material and information. Department chairmen receive reports of work, results, suggestions, from division chairmen, guide the work, direct the policy, visit conferences and are the connecting link between the National Department and the local executives.

It must be remembered that:

Rural Parent-Teacher Associations need:

1. More entertaining programmes (country life is dull).
2. Parents encouraged to take part.
3. Definite work to do for the school.

Rural libraries need simple, clear, *interesting* books.

Rural home economics are not based on electricity or gas.

Rural women need help to work better under difficulties.

Road study must begin with the A B C and must be illustrated.

Follow Lincoln's advice—"Speak (or write) so plainly that the simplest can understand you and the others will have no trouble."

Letters from Correspondents

BRAVERY!

I have been very much interested in the letter of the London Mother, on the question of bravery; and while I am not a minister, and neither do I consider mine "the pen of a ready writer," yet, I have an ideal of true courage. Bravery, as considered from today's viewpoint, is a dilemma with two horns—the moral and the physical.

When to fight and when to be non-resistant is a gigantic problem; one that tests the soul, of both man and boy, for we find the same nobility of boyhood that we do of manhood. Not to fight, oftentimes, requires the very essence of bravery. Again, it is a case of "one is afraid and the other dares not," only uncertainty of the outcome keeps the belligerents peaceful, which to say the least is but smug safe keeping of one's self. When it comes to a question of physical bravery, to tell the boy to be non-resistant, to save himself, let the cost be what it may to others, is teaching him to be a coward. To tell him

not to fight in self-defence, not until the boy's rights next door are threatened, would surely cause an internal revolution in any flesh and blood boy, if not open rebellion to parental authority.

I am a strong advocate of peace, yet, if my country needed men for her defence, I could not say to my son, "Keep safe at home." Neither could I say to him, "If a boy strikes you, run home to me." And yet, in both cases, to fight would be for the purpose of self-defence. It requires a very well-trained conscience to decide accurately, as to whether we fight in self-defence or for the rights of others. When the ideal relation of life is established, when the Golden Rule has been woven into the web of each life, there will be no question of rights to decide; but we are still far from this delectable condition. We are still struggling with the problems of self-defence, non-resistance, combating evils and our neighbor's rights; how are we going to teach the boy to decide them

with true courage, when to fight and when not to fight? How teach him to distinguish between moral courage and physical bravado? How teach him the truth and wisdom of the greatest of all commands "to love thy neighbor as thyself?" Shall it not be by induction, rather than the open command, "precept upon precept; line upon line; here a little and there a little"; until the whole is learned, till we have the only real hero, the one of mind and heart?

Daniel has always been to me a hero of the highest type, a model of true courage; he possessed a bravery that could only exist in one whose spiritual nature had been thoroughly aroused and carefully trained. No fear could hinder Daniel from acting right, both to himself and to his fellow-man. We first find him considering the rights of his keeper, who must answer to the King with his life, perhaps, if his commands are not carried out to the letter; with true bravery and greatness, Daniel rose above mere personal sense of right, and said, if my way endangers your freedom, then shall your way prevail. A strong rebuke to bigotry and creed; the brave soul of Daniel knew he could follow the God principle, even though he ate the despised meat.

And again, when the King's decree was issued that the wise men should be slain, because they could not answer to the King's desires, Daniel did not say to his friends, "Come, let us run away and save ourselves," but with true bravery, said, "Let us face this wrong thing and strive to know the truth, that we may save the wise men from death," combating evil with his moral courage, even though he stood as one man among thousands. Later, we see him standing before the haughty Nebuchadnezzar—who is filled with fear of his dreams, and rage at his Magicians because of their ignorance—bearing himself with the dignity, that an honest purpose and an upright life ever give; and doing that which a brave man must often do, the thing that he fears to do; he told the King frankly of his faults and the punishment that would surely follow such wrong-doing. No act requires greater bravery than to save one from himself, to keep one from being his own undoing.

Then came the fateful night of the "hand-writing on the wall," before which Belshazzar and his companions, smitten by guilty conscience, trembled with fear. Daniel, grown old, but retained in the service of a succession of kings, because of his moral fearlessness, is again called to interpret the message. Tottering with age, the brave old knight stands unafraid before the drunken King, scorning the rich gifts offered for the

truth, yet declaring, "I will read the writing unto the King, and make known to him the interpretation." Facing evil in its most virulent form—the King and his Lords, puffed up with vanity and unlimited power, and filled with wine—yet, brave old Daniel dared to speak the truth. And that last, most magnificent example of heroism, when surrounded by enemies, and in the face of the King's decree of death to all who disobeyed his orders, Daniel is seen following the course he believes to be right, regardless of the consequence to himself.

We are facing today just such problems of right and wrong as confronted Daniel; what we need and what we should teach is bravery of soul. Is there anything to compare with the grandeur of the man or woman who fears neither principalities nor powers, but moves steadily on in the path of right-doing, caring nothing for the obstacles and temptations along the way, seeing only the goal beyond? What better principle of bravery can you teach your boy than the bravery that follows the creed of right? Keep his conscience alive and his spiritual nature burnished! Keep him tender with love and brave with truth! Teach him to fear nothing but the influence that would turn him aside from that which he knows to be right.

MRS. FRANK M. BYRNE

SOUTH DAKOTA

THE DIMES WE SEND

"I have just finished reading your splendid and timely article on 'The Dimes we Send' and I cannot tell you how much I appreciate it, for in this day of so many clubs, I am often asked the questions which you answered, and which will be so helpful to me in the future. I feel that the work would grow so much more intelligently could the MAGAZINE have a great circulation in this state. I wish your article could be printed as a leaflet and distributed all over the state, for it is the first time I have ever had a perfect light on the subject. I know, of course, but you gave it in such a manner one will never forget. We are starting out with every prospect of a great year's work and I hope to add many members to the Congress this year."

MRS. JOHN W. ROWLETT

PLAYGROUNDS IN LEBANON, PA.

The first playground was built in the spring at a cost of more than \$2,000.

This second one has not cost \$300 so far, and is very beautiful because of the trees, and a creek that surrounds it. There is a magnificent tree in the center, with many

others at various points. The men of our association did the work of filling in and grading themselves. Some of our business men, working every evening until after dark, show callouses on their hands for the first time in their lives. Other men worked after their regular days of hard toil.

The apparatus was nearly all made by our iron-workers in the mills, the owners allowing the necessary time and material. There are some 40 pieces and all look like the high-priced "boughten" ones.

This was the result of willingness to take advice and learn from others.

As secretary of the Guild I had a lot of literature and correspondence from the National Playground Association, and also specifications from a number of cities, which our men studied and copied. Our "Guild" has talked and got other people to talk; and through the Parent-Teacher Associations, also as well as through the press, and in public meetings prepared the public sentiment until the result we hoped for was accomplished. For two or more years we tried to get it by working with the men of wealth and influence in our city, with no results, until our good, plain, American class men got to work and *did things*.

Very sincerely,

ANNA BETZ

(Mrs. J. W.)

THE OLD THANKSGIVING

"I have sometimes wondered," said a middle-aged and moderately well circumstanced citizen, "why Thanksgiving was never the same grand occasion to my children that it always was to me and my brothers and sisters when we were children.

"The Thanksgiving dinner in my younger days was something looked forward to with the keenest, most eager interest and the eating of it was a great festival; it was easily the great event of the year; while to my children it isn't much at all. We used to gather around the table at once with solemnity and with great joy; my children drop in practically as they would at any meal. Thanksgiving Day in my father's home is to me a very fond memory; why couldn't we have now, with our children gathered around our table, a Thanksgiving Day with the same enjoyment and the same spirit that marked the gathering of the children around my father's table years ago when we were young? Where has the old Thanksgiving spirit gone?

"I think now that I have solved the problem. Really to enjoy a Thanksgiving dinner it must be better, far better, than what one is ordinarily accustomed to eat,

and ours in our youth was all of that. We were not what you would call poor people. We always lived in a decent house in a good street and we had a good pew in the church we went to, and we always had good clothes, but we had to economize to get along. My father all his life worked at a trade and never earned great pay, but he was a gentle, upright, conscientious man and a most capable and faithful worker in his line, as I now recall he was never out of work; however dull the times might be, he always had work, and so we were always comfortable, but we always lived plainly, as we had to do; we always had a plenty to eat, but it was always simple and comparatively inexpensive food; this accounting easily for why the Thanksgiving turkey was such a feast.

"We would have chickens occasionally in the course of the year, these being cooked usually in the form of a chicken potpie, this, as our mother used to make it, making a meal of superlative excellence; and our mother used to do marvellous cooking achievements in many ways; she made wonderful gravies; and out of the most inexpensive things she produced food that was most palatable. And to be sure in those days we had for breakfast buckwheat cakes and sausages, or pork chops and buckwheat cakes; a pleasant memory these; but speaking generally we lived very simply; and turkey we had but once a year, on Thanksgiving Day.

"This turkey we always saw father bring home on the day before Thanksgiving and we always admired it for its plumpness and whiteness and general beauty. And then on Thanksgiving morning we always stood around in the kitchen and saw mother prepare the stuffing and stuff the turkey, and then we admired the bird again in that stage, though really our admiration for it was continuous.

"But the stuffing of the turkey was only one item of that busy Thanksgiving morning's work. There were many things to do besides getting the turkey ready, for at Thanksgiving we had many things to eat besides turkey, a list of things constituting a bill of fare that was always just the same in our home, as I have no doubt it was at that time in precisely the same manner in other homes without number.

"We had for dinner on Thanksgiving Day a roast turkey, a baked chicken pie—please let me pause for a moment to say that I have never since seen in any part of the world any such baked chicken pie as my mother used to make—and in fact I never see baked chicken pie now anywhere. I think the making of this extraordinarily delightful dish must be a lost art. We had,

as I was saying, a roast turkey, baked chicken pie, mashed potatoes and mashed turnips and boiled onions and pumpkin pie and mince pie, a feast of profound pleasure and of most ample proportions.

"In the house we lived in there was a brick oven and we baked our turkey in that, and the baking of it to us children anyway was a period of interest mixed with anxiety. Suppose something should happen to it or it shouldn't be done just right, but always it came out exactly right, done to the last nicety, brown and beautiful, whereat there was great joy, and then came the final preparations and there came at last a time when the turkey was on the table and we all sat down. I wish I could tell you the joy of that occasion.

"And then my father asked a blessing while we all sat around with heads bowed and solemn, and then we all straightened up and looked around with smiles and joy radiating in all directions and then father carved the turkey.

"Later in the meal, when it came time for it, mother used to look at me and say with a smile: 'I don't believe you will want any of the chicken pie now, will you?' And I used to smile back at her and she knew what that meant and then she would help me to some of the chicken pie. Blessed mother!

"How we used to eat as much as we did I don't know, but we did, and it never did us any harm, but we did more than eat;

this was an occasion pervaded by a spirit, the spirit of home and thanksgiving.

"No doubt there are many homes today made joyous and happy by this same spirit; but, do you know, I don't just find it in my own. Dearly would we love to see our children gather now at our table with the same joy that filled us when we sat down at the table of our fathers, but in truth they don't. We have, now, for our Thanksgiving dinner, a turkey, to be sure, and a little something extra, but our children come in and sit down, all jolly, of course, but practically the same as they would on any other occasion.

"It isn't now with them as it used to be with us when we were children. And where has the Thanksgiving spirit flown? I think, as I said at the beginning, I have solved the problem.

"We of this generation are, as we say, a little better off than our forefathers were; that is, we have more money and we and our children live better all the time. A turkey isn't an event; the children have pretty good things to eat the year around, and a turkey and things at Thanksgiving time doesn't strike them as anything particularly great. I guess that's all there is to it—with our added what we call prosperity we have lost something that we once held very dear.

"The fact appears to be that really to enjoy one's Thanksgiving dinner as we did when we were young, one must be at least moderately poor."

The Ten Commandments of Natural Education

THOU shalt not administer unto thy child physical punishment.

THOU shalt not scold thy child but give rewards for good behavior.

THOU shalt never say "Don't" to thy child.

THOU shalt never say "Must" to thy child.

THOU shalt never frighten thy child.

THOU shalt not give thy child occasion to disrespect thee.

THOU shalt not allow thy child to say "I can't."

THOU shalt always answer thy child's questions.

THOU shalt not tease thy child.

THOU shalt make thy home the most attractive place thy child can find.

Program for Parent-Teacher Associations for November

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC (To be read by one member).

COURTEOUS MANNERS, Mrs. A. Caumont. President's Desk.

SECOND TOPIC (To be assigned to another member).

WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. SEE STATE NEWS.

THIRD TOPIC (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

LOAN PAPERS ON CHILD-NURTURE

Send for the printed list of Loan Papers on Child Nurture and Child Welfare prepared especially for program use. The list will be sent free, provided stamp is enclosed. The papers are type-written. Twelve may be selected and kept for the season at a cost of \$2.00.

They have been written by specialists to meet the needs of parents in dealing with problems of child life at different stages of its development. Single papers will be sent for twenty-five cents and may be kept three weeks. Many new papers have been added to the list.

The Report of Third International Congress on Child-Welfare contains a wealth of material for use in Parent-Teacher Associations. The edition is limited, so that orders should be sent promptly to secure it. Price \$1.00. to Parent-Teacher Associations. Send orders to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D. C.

BOOKS FOR PARENTS

A list of 25 books suitable for use of parents will be sent to those who desire it. A Circle of 25 members can have a valuable circulating library if each member can buy just one book, or these books may often be secured from the Library.

State News

IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

Annual Child Welfare Conferences of State Branches

Iowa—Des Moines, November 4 and 5.

New Jersey—Trenton, November 12 and 13.

What is State News?

CHILD-WELFARE MAGAZINE asks for reports of work accomplished from every circle or association in membership. In writing to the MAGAZINE please remember that news of nation-wide interest must tell of work actually accomplished. It is the work, and not those who do it, which should be made most prominent.

If there are conditions and needs which are problems, send those in the news given. Others may have solved the problems which are troubling you.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

CALIFORNIA

The Los Angeles District of California Congress of Mothers has just issued a Directory and Constitution and By-Laws for 1915-1916.

The first Reciprocity Day of Los Angeles District was held in Auditorium of the Santa Monica High School, October 15, Mrs. C. F. Sawyer, of Long Beach, presiding. Reports were presented from four federations, viz.: Centinella, Mrs. J. R. Coward, President; Los Nietos, Mrs. O. D. Master, President; South Los Angeles, Mrs. T. G. Little, President; Los Angeles, Mrs. J. D. Taylor, President. Reports of National and State Conventions were given by Mrs. C. H. Ritchie, President Los Angeles District, and Mrs. C. C. Noble, National, State and District Chairman of Membership, told how to increase membership. A luncheon gave opportunity for a social hour.

The California Congress of Mothers has been signally honored this year by having given to it the supervision of the Home Teachers Act, adopted at the last Legislature. This act provides that a teacher may be employed to go into the homes where necessary, to instruct the parents in home economics, etc., in districts having an average daily school attendance of 500 or more. This is to reach the foreign population and if your district needs a home teacher write to Mrs. C. F. Sawyer, 1008 Locust St., Long Beach, and she will tell you how to start the work necessary to get such a teacher. During the past year the California Congress made a gain of over 3,000 in membership, of

which nearly 2,000 are in the Los Angeles District.

The State Officers of the Congress have given much attention to closing objectionable places in the Zone of Panama-Pacific Exposition.

COLORADO

Mrs. Fred Dick, President of the Colorado Branch, made a trip in October to the following cities in the state, in order to organize Parent-Teacher Associations: Ouray, Monte Vista, Silverton, Brush, Bayfield, Alamosa, Allison, Durango, Ridgeway, Telluride, Montrose and Pueblo. Here is her account of her success.

At Brush a Parent-Teacher Association was organized with 60 members enrolled. Mrs. Tenhaeff was elected president.

At Monte Vista a meeting of the Parent-Teacher Association was held in the Monte Vista High School assembly room, Thursday, September 16, 125 members present. The President elected for the Central Council is Mrs. Harry Kinney. The President of the High School Association is Mrs. L. R. Sims.

At Alamosa a large and interested meeting was held in the home of the President, Mrs. Robert Van Sands. Most of the teachers as well as the high school principal were present.

At Allison a meeting was held in the Allison Church on Sunday, September 21, where a full house of fathers, mothers and teachers listened, attentively, and took heed to an address by Mrs. Dick upon child welfare.

Mrs. Dick occupied the pulpit. The President of the Allison Association is Mrs. D. W. Pollack.

At Bayfield Mrs. Dick addressed an assembly of parents and teachers in the town hall. The building was elaborately decorated with flags and banners for the occasion. The school board closed the schools in honor of the meeting. The President elected was Mrs. Floyd Sheets.

At Ignacio an enthusiastic audience welcomed Mrs. Dick, having sent an automobile to bring her from Bayfield. The President of the Ignacio Association is Mrs. R. C. Salabae.

At Silverton a hundred and fifty people assembled to greet Mrs. Dick and the new school superintendent. A resolution was passed turning the existing Civic Club into a Parent-Teacher Association with Mrs. Fred Gobel as President. Mrs. Dick addressed those gathered together upon "Co-operation in Education." Much enthusiasm followed Mrs. Dick's talk.

"An interesting group of parents and teachers met in the high school of Ouray and a Parent-Teacher Association was formed with Mrs. Chas. T. Jordan as President."

At Mancos a meeting was held in the high school building, September 29. Prof. Mohler gave a competent address upon "Some Ways Whereby Parents Can Help the School."

COÖPERATION WITH STATE TEACHERS ASSOCIATION

The Colorado Branch is preparing a program for a day, given to the Organization by the State Teachers Association, which will meet in Denver, November 5. Our branch is very proud of the invitation of the teachers to coöperate with them. We are making a plea for each circle to send a delegate. We have no State meeting of our own this year, and feel that this will take its place and be of double advantage to those who attend. Associations who read this article and have no other notice will kindly send names of delegates, after their next meeting, to Mrs. Fred Dick, 2755 West 32d Ave., Denver.

PUEBLO DISTRICT

The program for the year of the various Parent-Teacher Associations is as follows:

1. Parent-Teacher Associations in Schools for Home Making. Gather in the Mothers.
2. The New Patriotism or the Making of an American. Home Helps toward World Peace.
3. Concentration, Application, Punctuality.

4. (a) What Failures Do Parents Find in the Public Schools?
(b) What Failures Do the Schools Find in Parents?
(c) How Can We Work Together for Greater Harmony?
5. Literature: The Government Bulletins as Helps for Home-makers. Literature for Children.
6. Developing Self-Control or Responsibility for Self.
7. Home Life. How Can We Keep Home a Center, a Place for Rest and Up-building? Must We Readjust Our Ideas of Home Life?
8. What Ways Can Art Influence Character Building?
(a) The Art of Harmonious Living.
(b) The Art of Conversation.
(c) The Art of the Drama.
9. Why Do We Fail with Our Children?
(a) Principles Underlie Character.
(b) Methods Must and Should Differ.
10. Social Sanity. Perfect Citizenship Through Right Proportions of Work and Play.

Probably the most telling work of the summer months was the excellently supervised and well equipped playgrounds. Twenty-three thousand, eight hundred and forty-seven children were in attendance at the six park playgrounds. Can any one doubt the good of such a movement after reading those figures!

BEULAH

Through the enthusiasm of Mrs. Rose W. Jay, press woman of Pueblo, who has her summer home in Beulah, a live branch of the Congress has been organized in Beulah, Mrs. Ethel B. Whitlock, President.

DENVER DISTRICT

Mrs. Wm. H. Clifford, President

Program for the year: Three Courses of University Extension lectures on the following topics:

1. The Scientific Basis for Mothercraft.
2. Child Development.
3. The Child Out of Doors.

The first course opened September 28 under the auspices of the Hygiene Committee, Dr. Pearl Wheeler Dorr, Chairman.

The following topics are included in it.

1. First Aid in the Nursery.
2. Oral Hygiene (with stereopticon illustration).
3. The Tuberculous Child.
4. Control Through Physical Training.
5. The Feeding Problem.
6. Public Health Problems.

Under the first topic "First Aid in the Nursery," the mothers were given information as to how to care for their children in emergencies. The simplest methods and remedies were advised in order that the things usually found in a household might be used. This lecture was given by the prominent Colorado specialist on children's diseases, Dr. J. W. Amesse.

The second lecture was one prepared by the National Hygiene Committee and taught mothers and teachers the care of mouth and teeth.

Much good has, already, resulted from this course, although only two talks have been given. The class looks forward eagerly to the remaining addresses.

Beside these excellent educational advantages, the Denver District promises several social features.

Profiting by our example throughout the year, the Rocky Mountain News conducted a large baby conference for the entire state, during the International Soils Congress. Over 1,000 babies were examined. The score card, issued by the *Woman's Home Companion*—the same, which we used in all our conferences—was the one which determined standards. Many of our highest per cent. babies entered the contest.

The first meeting of the Council of Presidents was held Tuesday, September 22. The presidents and representatives were requested to bring the yearly reports and plans for the future. The result was eminently satisfactory, showing much excellent work and all circles reporting progress. A lunch room has been given East Denver High School as the first effort made by their organization during the summer. East Denver is one of the oldest high schools in the state and, until the mothers took charge of affairs, a lunch-room was considered an impossibility. Under the capable leadership of Mrs. Warwick Downing, it was arranged for after the first meeting. Renovation of the building is another result of the work of a live Parent-Teacher Association.

All the other high schools have formed organizations. Lunch-rooms, gymnasiums and larger quarters are the goals they have set for themselves, according to their respective needs.

The grade schools, also, have their future plans. Swansea will work toward buying a piano, Alcott will raise \$50 to give to the Mothers' Congress Children's Hospital Fund. They, also, expect to secure a Domestic Science Department.

Corona circle will place warning signs to motorists as approaches to their school.

Boulevard will start a campaign for

proper food for the child and will give lessons in good table manners.

These are only a few of the ambitions expressed, but it will give some idea of the work anticipated and may help some circle to find where its energies lie.

The superintendent of schools and the school board are members of the advisory board of Denver District.

Corona School Parent-Teacher Association gave a reception to the new superintendent of city schools, Dr. Carlos M. Cole, and his wife.

TRINIDAD DISTRICT

The Parent-Teacher Organization here has proved most successful. The work, as started last year under the efficient leadership of Mrs. W. P. Dunlevy, has been taken up with renewed interest this fall. The various circles have reorganized for the year, holding their elections in such districts as had not already held them, last May.

The Association is divided as to different schools—Rice Columbian, Sante Fe, Centennial and Parks. Each has its own problems and at each meeting some new interest presents itself.

The greatest encouragement is found in the fact that in many cases parents who before have been careless or heedless are now showing a decided interest in the school as a factor in the family life. When all are brought to see the importance of this, the real meaning of the Parent-Teacher Association will be evident.

During the summer there was a lull in the work except for the meetings, held by the Mothers' Circles, which took place each Saturday afternoon in the form of Story-Telling Hour for children, well attended and much enjoyed by all.

The Committee on the Child Welfare has not been idle. Under the able management of Mrs. A. W. McHendrie, Chairman, they have taken up several lines of work. One of special interest is the improvement of the picture shows. Friday afternoon has been selected as "School Day" at the "Movies." The members of this committee are working with the managers of the theaters to see that proper pictures are provided on these days, something suitable and interesting for children.

At the district meeting, plans were made for taking part in the educational conference held in Trinidad, October 15 and 16.

CONNECTICUT

HOME GARDEN MOVEMENT

In Bridgeport, one of our most progressive cities in Connecticut, the Home Garden plan has proved most successful.

Mrs. E. J. Naramore, a member of the state executive board of the Connecticut Congress of Mothers for Child Welfare, also a very active officer in the Maplewood School Parent-Teacher Association of this city, has been one of the leaders of this fine work in our state. 200 children were on the first list registered. Of these 80 were eliminated for various reasons, such as poor seed, poor soil, or because no effort was made, while others received no encouragement from the family. Sixty children had favorable mention for trying to make good gardens, and for showing a sincere interest, even if the results were not great successes. Thirty children received great praise for working all through the summer on the plots they had started in the spring. Twenty children were recommended for prizes for doing excellent work. In many cases the parents showed interest in the work. All this was done in our district. Other school districts followed similar plans.

The merchants, particularly the florists, coöperated with the Garden Committee in giving out seeds and plants, etc., also in giving plants, ferns and garden tools for prizes. The first prize was \$25 in gold, given to Bessie Belle Botwright. In all the city, thirty-nine children received prizes. In all, about 500 gardens were cared for, and continued till the end of the contest in September. At the opening of Maplewood School, under the direction of Mrs. Naramore and other members of the Parent-Teacher Association, the principal of the school, Mr. Harrison G. Streeter, and all of his teachers were made to feel the value of the Home Garden work by having the second floor corridor beautifully decorated by the flowers raised in these gardens. The flowers were brought by the boys of the Eighth Grade who also assisted in their arrangement, etc. In fact a very beautiful display was offered.

The committees of the several districts worked under the Bridgeport Housing Association, the "City Beautiful" plan as fostered by the Home, Yard and Garden Association being a branch of this larger association. Many interesting facts were brought out—through the inspectors—of the children's methods of getting seed, plants, etc. (dump heaps, discarded plants by florists), in many ways showing the characteristics of the children in thrift, industry and natural love of gardening and of nature.

Too much can not be said in favor of the Home Garden movement. Many an unsightly place made to blossom, many a flower raised to add pleasure to a human life, sick ones cheered, well ones encouraged. Perhaps best of all is the developing of good

habits for work and economy in the children themselves.

For further details, address Mrs. E. J. Naramore, 541 Laurel Ave., Bridgeport, Conn.

Mrs. W. H. Dresser, the President of Connecticut Mothers, attended the National Board meeting held in New York on October 4, 5 and 6, and reports much inspiration and help for the work at home. Truly it is a very great honor to be President of a State branch of the National Congress of Mothers and Parent-Teacher Associations.

Your correspondent is very grateful for the privilege of the pages of your valuable magazine and desires to give good information in each article printed as Connecticut news.

Each organization is invited to send items to the press chairman and thus help to give a more complete survey of the work of the Connecticut Branch in all the smaller towns as well as in the cities.

DELAWARE

A Parent-Teacher Hand Book has been prepared and published by Charles A. Wagner, Ph.D., Commissioner of Education in Delaware, for use of teachers. It contains hints concerning activities, topics, programs, reports of meetings and suggestions of resources whence help may be secured by working associations. As a result of a single year's effort, more than 125 Parent-Teacher Associations were organized in Delaware.

Dr. Wagner and Mrs. Geo. W. Marshall, President of the Delaware Branch of the National Congress of Mothers and Parent-Teacher Associations, have been in close coöperation in organization work.

Dr. Wagner devotes a page to giving reasons why it is advisable for the Parent-Teacher Associations to join the National Congress of Mothers and Parent-Teacher Associations. Among the reasons given are: "The inspiration and assurance which result from the feeling of the larger interest, the share in the wider effort, are worth securing for the members. It makes them larger hearted, wider visioned men and women."

2. "The experience and wisdom of the National Congress of Mothers and Parent-Teacher Associations is an inexhaustible resource of devices, means, methods and plans, from which the local association should not cut itself off. Rather it should be glad to have such a resource to draw upon."

3. "Through the magazine the newest phases of all questions and topics of interest to the Association are brought before the members in a winning and attractive way.

The cost is so trifling measured by the benefits that it is the neglect of a great

opportunity not to secure the National memberships. Membership in the National Congress gives membership in the local association its true character, a means of continuous education and growth for all who really and truly participate in the work."

ILLINOIS

An interesting item in the summer and early fall reports is the number of picnics that associations have given to teachers and pupils. Besides giving joy to hundreds of children these picnics have offered excellent opportunities for mothers not otherwise associated to get acquainted with each other in the necessary work of preparation. Associations in Kewanee, Blue Island, Rockford, Springfield and Chicago have used this method of service, and report great benefit therefrom.

The Cooke School Association of Galesburg is working for a new school building, the pupils having outgrown the old building in numbers and convenience. In Blue Island the campaign for a township high school is progressing. In Hinsdale and Manhattan the campaign is just beginning. These associations are proving that when a High School Bond voting issue is before the people they can do more for it than any other agency, because they are the people who approve or object to the increase of taxes involved and they can do more than any one else to swing public opinion.

At the State Fair in Springfield, from September 20 to 24, a Better Babies' Contest and Exhibit was held by Dr. St. Clair Drake, the State Health Commissioner, in which the Congress of Mothers coöperated; Mrs. Langworthy, the State President, presented the cups to the winning babies on one day of the contest. Many hundreds of children were entered and the average of excellence ran very high. Dr. Drake was heartily convinced at the end of the week of the value of such an exhibit. He found a number of cases of defective throats and noses, eyes and ears that had never been noticed by the parents but which will now be corrected. Our State Child-Hygiene Chairman, Dr. Lindsay-Wynekoop, has held several contests in the last three years and finds the results very satisfactory in that mothers bringing children the second or third time will show a marked improvement in methods of caring for their children and of the consequent condition of the babies. The winning of prizes is the smallest part of the good that is gained by exhibitors, and a survey of the same families next year will undoubtedly prove this.

We have new Associations formed in the

following schools: Lowell School, and Stewart Ridge, Chicago, and Emerson School, Maywood; these will be affiliated within a month.

KANSAS

The Kansas Branch of the Congress of Mothers and Parent-Teacher Associations met in Manhattan, in April.

About seventy mothers and a few fathers, who were on the program, attended from the different cities and towns of Kansas. In spite of heavy rains, the ardor of the Boy Scouts was not dampened and they gallantly escorted the delegates to the beautiful new high school building where the Camp Fire Girls helped them to register, fastening upon each one a clever badge with the letters P. T. A. designed by the grade pupils.

Mrs. S. M. Williams, State President, responded to an address of welcome given by Prof. E. H. Holton, of Manhattan Agricultural College, and President of the General Parent-Teacher Association of that city.

The chief address of the afternoon was given by Rev. J. M. Dunlavy, Kansas City, Kansas public welfare officer. His topic was "Whose Child?" He spoke of the danger to the community unless its childhood is taken care of, and said it might surprise some parents to find out whose child is often found in questionable places of amusement, and urged parents to keep a closer guardianship over their children, and provide better amusements at home for them.

In the evening a banquet was served by high school girls in the Domestic Science Department. Mrs. G. H. Whitcomb, of Topeka, presiding in a most delightful manner, introduced Mrs. George S. Sowers, of Spring Hill, Kansas, as first speaker. Her subject was "The Modern Child, The Future Citizen." She urged Kansas to see that her good laws of prohibition and law against the sale of cigarettes were enforced.

Mrs. I. B. Morgan, of Kansas City, responded to the toast "The Club Mother."

Mrs. J. K. Coddington, of Leavenworth, had for her subject "The Community Child." Every child is a community child. Kansas has 388,000 of the 20,000,000 school children of the United States, therefore she has a problem in making communities fit for these children.

Dean Blackmar, of the State University of Kansas, spoke on "Nature and Nurture." He urged that we go back to the good old days of "Evenings at Home" with the old time homely games.

A luncheon was served by the college girls. There was a brief visit to the buildings and grounds of the wonderful agricultural college,

where boys and girls are receiving a splendid preparation for life. The delegates then took the train to the various homes to take up with renewed vigor the sacred duties of life.

The State Board of the Kansas Branch of Congress of Mothers and Parent-Teacher Associations met in the Carnegie Library, Kansas City, Kansas, September 24.

Mrs. S. M. Williams, State President, presided. There were present, Vice-Presidents Mrs. A. E. Smolt, Newton; and Mrs. W. H. Jones, Leavenworth; Executive Committee, Mrs. J. K. Codding, Leavenworth; Mrs. L. W. Keplinger, Mrs. B. F. Kimball, Mrs. J. M. Runlark, Kansas City; Mrs. M. L. Alden, Historian; Mrs. I. B. Morgan, Press Chairman; Superintendent M. E. Pearson, of the Advisory Board; Mrs. E. R. Weeks, National Vice-President; Mrs. Cooper King, Wichita; Mrs. I. S. Detwiler, Kansas City.

Mrs. J. D. McFarland, Topeka, resigned and the President appointed Mrs. Cooper King, of Wichita, Recording Secretary in her place.

Dr. Jessie S. Newkirk resigned as Treasurer, Mrs. J. S. Detwiler taking her place.

Mrs. A. E. Smolt reported that Newton, Kansas, had three associations. Programs for each year are planned by a committee from each with the advice and assistance of Superintendent of Schools B. F. Martin. One program was "How the School Board Spends Your Money," by the president of the board.

Mrs. W. H. Jones reported seven associations in Leavenworth. The Board had fully equipped one playground which had been bought by them.

M. E. Pearson, superintendent of schools of Kansas City, said Kansas City intended to study the physical welfare of the school child this year as never before. A hike for 300 teachers had been planned one Saturday—expenses of the lunch to be borne by school board. The idea was that learning to play themselves they might better impart the spirit of play.

Mrs. Cooper King on behalf of Wichita extended an invitation to hold annual convention there. The invitation was accepted.

It was moved that the Chairman of the Juvenile Court Department present to the annual convention information as to what widow's pensions have accomplished in reduction of delinquency in Kansas City, Missouri, and the number of pensions given in different counties.

Mrs. S. M. Williams was obliged to resign as President, as she was moving to Ohio.

Mrs. W. H. Jones, of Leavenworth, was appointed to serve out the unexpired term. The resignation of Mrs. Williams was accepted with great regret and appreciation of her great work in taking the Mothers' Congress of Kansas a newborn infant and leaving it a strong and growing child.

MASSACHUSETTS

Massachusetts is starting in with its fall work with a great deal of vigor. Its baby organization is at Duxbury and includes several school neighborhoods. The superintendent of schools, Mr. W. E. Chaffin, was present at the organization and many teachers as well as parents joined. The State President, Mrs. Milton P. Higgins, explained the objects and assisted in the organizing and Mrs. David O. Mears, National Vice-President, welcomed the organization into the National Congress.

Bridgewater held its first fall meeting on September 13 and the State President, Mrs. Milton P. Higgins, gave a little idea of the spread of the work of the National Congress in its recent trip to the National Convention at Portland. Bridgewater also held an exhibition of vegetables raised by the children in the schools.

Quincy made great preparations for the State Convention held on October 28, 29 and 30.

Among the speakers were the following: Judge William Renwick Riddell, who spoke on the subject "How Your Country and Mine Saved Their Boys," Dr. Nathan C. Schaeffer, Pennsylvania Superintendent of Public Instruction, Mr. David Snedden, Massachusetts State Commissioner of Education, Miss Lucy Wheelock, of the Wheelock Kindergarten School, Miss Margaret Slattery, Mr. L. Stanley Kelley, Mrs. Margaret Stannard, National Chairman of Home Economics, Mrs. David O. Mears, National Vice-Chairman and many others. This convention gives the impetus to the state work for the year and has been preceded by personal letter and invitation from the state president to each circle and association in the state.

The first executive board meeting of the year was held by invitation of the state president at her seaside cottage at Powder Point, Duxbury. At this house party of several days, meetings and automobile rides were intermingled and inspiration was gained as they visited the former home of Daniel Webster and gazed on the statue of Miles Standish and stood once more on Plymouth Rock.

LEICESTER

The Parent-Teacher Association of Leicester has prepared a very attractively printed program for the ten meetings of the year.

A reception to teachers and superintendents opened the course in October. A fine orchestra added to the enjoyment.

Hon. Samuel Ellsworth Winslow, Major Thomas Walsh, Boston, John T. Duggan, M.D., of Worcester, and Archibald McCullagh, LL.D., are among the speakers.

A Christmas Festival for the school children, a Valentine Party and a Musicales are features of the year's program.

At the Valentine Party it is planned to raise funds for purchase of a Victrola for the schools.

A small admission fee is charged to the public, but members are admitted free. This plan has already increased the membership.

MISSOURI

A plea for publicity has recently been sent to the press chairmen of Missouri Parent-Teacher Circles, now numbering one hundred and sixty. It is the hope of the writer of this column that larger doses of printers' ink will be administered to the public by Parent-Teacher Associations during the coming year than ever before. The efficiency of newspaper publicity in forcing sanitary and economic changes is an indisputable fact, and some of its gifts are the greatest benefactions to the race.

The letter follows:—

TO THE PRESS CHAIRMAN: Assuming that all of your meetings, with programs and other interesting details, are promptly chronicled in your town paper or papers, I am writing this to ask your assistance in contributing state news to the CHILD WELFARE MAGAZINE, official organ of the National Congress of Mothers.

I shall greatly appreciate your sending me the news of your Circle—either written or printed. If you send clippings of events, also give date of paper.

By reading the CHILD WELFARE MAGAZINE, published monthly in Philadelphia, you will be enabled to keep in touch with the work and Congress workers in all sections of the country. Besides the helpful interchange of ideas found in the columns devoted to state news, there are many excellent articles of interest to all readers, but of vital interest to parents. The price of this valuable magazine is only one dollar a year, or, if clubs of five are formed, seventy-five cents per year.

Sample copies will be mailed you upon request (address).

With the hope that you will respond by sending me statements of work accomplished, and that you will endeavor to interest the members of your circle in the magazine,

Believe me,

Very cordially yours,

MRS. CHARLES McDAVIS,
6326 Waterman Ave.,
St. Louis, Mo.

SPRINGFIELD

The third annual Better Babies Conference, now in progress, is proving to be one of the most successful and popular features of the District Fair and Exposition. It is held under the auspices of the Council of Parent-Teacher Associations—Mrs. William Rullkoetter, Chairman.

A photograph of each baby will be given the mother with duplicate score card. Other than this there are no prizes except those offered by the *Woman's Home Companion*. Over two hundred and fifty babies have been entered. The score cards show the heaviest registration from six to twenty-four months, an almost equal number of boys and girls, two pairs of twins, a minority of bottle-fed infants, and a decided preference for Scotch-Irish descent. The general scores are higher than in any preceding contest.

Mrs. J. B. McBride has recently organized the following schools: Bois D'Arc, Oak Grove, Carthage, Ozark and Bolivar, besides talking to the State Teacher's Associations at Kansas City—both county and city superintendent divisions—and to county teachers and school-board meetings in Greene, Stone and Taney Counties.

At Kirbyville, in the last-named county, she was greeted by an audience of over three hundred mothers and fathers, who were listening, spell-bound, to her eloquence, when, without warning, the platform gave way, and the President of the Missouri Mother's Congress was suddenly precipitated to terra-firma. Finding herself uninjured, and believing that a circumstance so unexpected should not detract from the importance and gravity of the occasion (the meeting was held in the local churchyard), Mrs. McBride again mounted the rostrum (or what was left of it) and resumed her speech amid applause.

The Boyd School Parent-Teacher Association was fortunate in having, at its first meeting of the year, Superintendent of Greene County Schools, C. W. McCrosky. The professor is a very busy and popular man, and his able address on the School Laws of Missouri was highly appreciated by the fifty or more mothers and teachers present.

The Mothers' Club of McGregor school

surprised the teachers with a picnic dinner Thursday. The long table was attractively decorated with flowers. The hostesses for the occasion were: Mesdames Veasman, Wright, Cummins, Bear, Wilson, Armstrong, and Jones. Following the dinner, the club members were invited to listen to a song program given by the pupils of No. 1, in Miss Smith's room.

Vital statistics for the summer show a marked decrease in the death rate of infants. "There is no question about the cool weather having something to do with the low rate," said Dr. Edwin F. James, city health commissioner, "but the campaign of education which was instituted last summer by the Visiting Nurse Association and the Parent-Teacher Association has been the greatest factor in saving Springfield babies. During last summer each of the two associations has had a graduate nurse in the field doing efficient work."

WESTON

Parents Help Children

The sewing school of the Parent-Teacher Association of Weston, Mo., enrolled sixty-two pupils during the summer. At its close a social was given, and the whole affair was pronounced a decided success. Fifty-six garments were finished. The garments ranged from underwear to ladies' dresses and men's shirts. This sort of work during the summer is the best kind of a summer school for the children.

Mrs. Edwin R. Weeks, of Kansas City, Vice-President of the National Congress of Mothers, attended the board meeting of the national organization held in New York City, October 4, 5 and 6.

ST. LOUIS

By way of correction, permit us to state that upon examination of the records it was found that the "Jewish Alliance Mothers' Circle" of St. Louis was organized prior to the "Home Circle," mentioned in a late issue of this magazine as the first Jewish Circle in the state.

The *St. Louis Republic* of September 24 says the following of the first vice-president of the Missouri Mothers' Congress:

"Mrs. Norman Windsor, 6131 Etzel Avenue, has done more than any other one woman in St. Louis to organize Mothers' Circles in the public schools, and is busy every day making speeches and bringing mothers of school children into their children's school life." A few of Mrs. Windsor's recent organizations are: Cabanne Mothers' Circle, Union M. E. Church Mothers' Circle and Devonshire and Spoede Parent-Teacher Associations.

The National Congress of Mothers and Parent-Teacher Associations for colored women held its seventh annual session at Central Baptist Church, St. Louis, August 29-31. Mrs. Josie B. Hall is the president of the Congress and is doing a wonderful work among her people. Mrs. Hall is at the head of a girls' school at Doyle, Texas, started and maintained through the sale of three books written by her, and much of the Congress literature is printed at her expense. The *Messenger of Love* for the home, school and church is the official organ of the Congress. Subscription price fifty cents per year.

CHILDREN'S CODE COMMISSION

The code commission, appointed by Governor Major of Missouri to codify the state laws relating to children and to suggest further legislation, has completed its organization, and in recognition of the work of the Missouri Congress, our President has been honored by a place on this Commission.

A bulletin issued on behalf of the commission sets forth its purposes as follows:

"The work of the commission will be to present to the next legislature a complete code for the protection and welfare of the Missouri children. It is the first general commission of its kind appointed in the United States in response to a national movement for the codification of children's laws in each state.

"It is expected that a large part of the commission's work will be done by departments of the state university, where the present laws will be examined and compared with children's laws in other states. Help will also be obtained from the Federal Children's Bureau, at Washington, which has put two investigators at work collecting data from every state in the union.

"The scope of the commission's work will include laws in relation to adoption, illegitimacy, guardian and ward, abandonment, desertion and cruelty, health and sanitation, infant blindness, medical inspection in schools and birth registration, recreation, education, child labor, the treatment of juvenile delinquents, care of destitute and neglected children, and the training and care of defectives."

The attractively bound Congress year-book for 1914-16—copies of which will be mailed immediately to officers of the Congress and state presidents—has today been received from the publisher. The book contains, besides the constitution and by-laws, lists of national and state officers; lists of Missouri Congress Circles; publications of the National Congress; aims and purposes; endorsement of prominent educators; how

to join the Congress; activities and work accomplished; the president's report and also that of the chairman of Child-Hygiene. The Foreword, containing much valuable information, was written by Mrs. Edwin R. Weeks.

NEW JERSEY

By invitation of the Mothers' Clubs and Parent-Teacher Associations, of Trenton, the Fifteenth Annual Meeting will be held in the State Normal School, Trenton, New Jersey, on Friday and Saturday, November 12 and 13, 1915. Opening session 11 a. m. This meeting will be of special importance and value, as through the coöperation of state officials it will be a union meeting with the State Department of Education.

The general topic for all sessions will be "The Field of our Work."

Friday Morning.—Business Session—Reports of Officers, Committees and Clubs.

Friday, Afternoon and Evening.—Addresses will be made by Governor Fielder; Miss Lillie A. Williams, on "Education for Coöperation"; Mr. William D. Murray, on "Higher Ground"; Dr. A. A. Savitz, on "The Country School." Illustrated.

Saturday Morning.—9 to 11 Business Session—Reports continued.

Saturday Morning, 11 to 1 and Saturday Afternoon.—Conference conducted by Dr. Calvin N. Kendall, State Commissioner of Education. Addresses by Dr. Calvin N. Kendall, and Dr. P. P. Claxton, U. S. Commissioner of Education. Followed by discussion on the aims of the Department and the best methods of coöperation by Parent-Teacher Associations.

Clubs are urged to send a full representation of delegates. Mothers' Clubs and Parent-Teacher Associations are entitled to send the President, and one delegate for every ten members, for whom 10c. per capita dues are paid. Affiliated Clubs are entitled to two delegates.

Officers, Delegates, and Individual Members of the Congress will be entertained except for luncheon, for which a charge of 25 cents will be made each day.

Names must be sent to the Chairman of Credential Committee, Mrs. J. Linton Engle, Haddonfield, N. J., before November 5.

Visitors desiring accommodations will receive special rates at the Sterling Hotel, and Windsor Hotel, State Street. Rooms with bath, European plan, \$1.00, \$1.50 and \$2.00.

Accommodation may also be secured in private houses on application to the Bureau of Information.

Trains leave Camden: 7.58, 9.08, 9.47, 10.39 a. m.; Newark, 9.22, 11.31 a. m.

OHIO

The Eleventh Biennial Conference on the Welfare of the Child held by the Ohio Congress of Mothers and Parent-Teacher Associations convened October 7, 8 and 9, 1915, at Canton, Ohio. Hotel Courtland, headquarters.

The program at the First Methodist Church was as follows:

Invocation—Rev. Wm. A. Rutledge.

Address—The Necessity of the Playgrounds, Dr. E. A. Peterson, Director of Medical Inspection and Physical Education of Cleveland Schools.

Discussion, led by J. J. Armstrong, Superintendent of Stark County Schools.

Address—The First Parent-Teacher Association in Ohio, Mr. T. E. York, Superintendent of Massillon Schools.

Addresses of Welcome—

For the City—Hon. C. A. Stolberg, Mayor.

For the Schools—John A. Baxter, Superintendent of Schools.

For the Churches—Rev. T. Wallis Grose.

For the Local Parent-Teacher Associations—P. M. Seymour, President.

Response—Mrs. J. A. Smith, President of the Ohio Congress of Mothers and Parent-Teacher Associations.

Address—The Value of Coöperation Between Home and School, Chas. F. Thwing, LL.D., D.D., President of Western Reserve University.

A Reception to Officers, Delegates, etc.

Reading of Minutes.

Reports of Officers, Delegates, etc.

Report of Credentials Committee.

Election of Officers.

Address—The Problem of Moral Training, B. F. Stanton, Superintendent of Schools, Alliance, Ohio.

Discussion, led by J. K. Baxter, Superintendent of Canton Schools.

The Problem of Physical Training, Mrs. C. M. Svingle, Chairman "Keep Well" Department of Ohio Congress of Mothers.

At the Courtland Hotel a reception for Dr. P. P. Claxton and Delegates was given by Canton Teachers' Club, followed by an introductory address by Hon. Atlee Pomerene, U. S. Senator from Ohio; and an address by Dr. Philander P. Claxton, U. S. Commissioner of Education, Washington, D. C.

The closing session considered How the Moving Pictures Affect Our Children, presented by Miss Kate Davis, Chicago, followed by a discussion—What Can We Do to Improve Our Congress and Parent-Teacher Associations?

Mrs. John A. Smith, President, Cleveland, Ohio, presided at the Conference.

OREGON

The Annual Convention of Oregon Congress met at Corvallis, October 20-23, at Presbyterian Church.

The program included the following topics and speakers:

Children's Interests as Shown in Junior Expositions, Dr. Anna Louise Strong, Children's Bureau, Wash.

The Widow's Pension, Mrs. R. E. Boudurant, Portland.

Moral Conscience as the Foundation of Character, Judge T. J. Cleeton, Portland.

Modern Tendencies in Education, Mrs. Aristene N. Felts.

The Immigrant Child, Mrs. Kate Wallee Barrett, President of the National Council of Women.

The Value of a University Education, Mrs. Geo. T. Gerlinger, Dallas, Oregon.

Juvenile Court Work, Mrs. Alva Lee Stephens, President of the Portland Council of Parent-Teacher Associations.

The Status of the Woman Teacher in the Community and School, J. A. Churchill, Superintendent of Public Instruction.

School Lunches, Miss Milam, Domestic Science Department, Oregon Agricultural College.

How a Parent-Teacher Association Helps the Rural School, J. H. Ackerman, President of the Monmouth Normal School.

A Chicago Training School for Mothers, Miss Lillian Francis, Hull Home, Chicago.

A banquet and luncheons with visit to Oregon Agricultural College were interesting features of the program.

RHODE ISLAND

Chairmen of the program committees of all the Parent-Teacher Associations in the state met in October, with Mrs. Dwight K. Bartlett, State President, who urged that in planning the programs for the year it should be remembered that the fundamental purpose of these associations is the study of all that concerns the welfare of the child in the home and the community.

Mrs. Sarah E. Friend, chairman of program committee, urged that a conference of mothers and teachers should be arranged for the first meeting of the year.

The keynote of all work should be co-operation and understanding between the home and the school. A list of speakers has been chosen, and attention will be given to the social needs by having at least two meetings in the year to which the public will be invited. Miss Jane Koehler, of Rhode Island State College, will continue her lectures on Home Economics to the Congress.

SOUTH DAKOTA

The great Corn Palace in Mitchell will hold its annual festival during the harvest season. This Palace is a unique building, being covered with corn arranged in artistic designs, and changed each year.

The South Dakota branch of the Congress will hold a Better Babies' Exhibit at the festival, and will have a literature table to interest the mothers of South Dakota in the new state branch of the Congress. The following women have been appointed as chairmen of the state departments:

Children's Literature—Miss Lilian Boreson, Pierre.

Literature for Mothers—

Education—Miss Mamie Byrne, Faulkton.

Child Hygiene—Dr. Anna Farnsworth, Mitchell.

Finance—Mrs. W. H. Hart, Salem.

Child Welfare Legislation—Mrs. C. S. Whiting, Pierre.

Magazine—Mrs. J. P. Mullen, Mitchell.

Press and Publicity—Mrs. M. P. Weller, Mitchell.

Country Life—Miss Della Wimple, Brookings.

Child Welfare Circles—Mrs. H. R. Kenaston, Bonesteel.

Loan Papers—Mrs. W. S. Hill, Mitchell.

Home Economics—Mrs. J. D. Stemler, Mitchell.

Parent-Teacher Circles—Mrs. Elizabeth Littlefield, Sioux Falls.

SUGGESTIONS TO SOUTH DAKOTA MEMBERS
FROM STATE PRESIDENT

Send to National Headquarters for booklet, "How to Organize," and other Congress literature; also to CHILD WELFARE for a sample copy magazine.

Talk to the superintendent, several mothers, and teachers, and call a meeting at the school house.

Ask the teachers to have the pupils write invitations to mothers.

When the meeting is called to order, read the leaflet stating the aims and purposes of the National Congress of Mothers and Parent-Teacher Associations.

Have some one ready to move that a circle be formed, and that it affiliate with the state and national organizations.

Adopt constitution (form suggested in booklet).

If possible, have some one ready to accept the presidency.

Ask members to join at the first meeting.

Send two lists of members, together with the dues (ten cents per member) to the State Treasurer. She will forward one list

and one half the dues to the National Treasurer.

Send list of members and addresses to CHILD WELFARE MAGAZINE and ask them to send sample copies.

Send names of mothers of children under two years, to National Education Bureau, Washington, D. C. They will send leaflets on the care of the baby.

Try to procure a few of the books suggested and urge parents to read them. "Development of the Child," by Oppenheim; "Study of the Child Nature," by Elizabeth Harrison, and "Bits of Home Talk," by Helen Hunt Jackson are especially recommended.

As far as possible the executive board should transact all business, giving a brief report at the next meeting.

Provide entertainment for young children in another room.

Have a question box; also a box for the free-will offering.

Each member of a standing committee should get in touch with the state chairman of that committee as soon as possible.

The Membership Committee should be large; and it is well to have all parts of the town or district represented. Their duty is friendly visiting and inviting mothers to meetings.

The Child Hygiene Committee should give attention to expectant mothers, and suggest talks to be given by physicians or practical mothers on Home and School Hygiene, Food, Air and Sleep.

The Social Committee should see that every one is given a cordial reception.

At each meeting have children give at least one musical number.

Begin promptly, close promptly. Allow no dragging. Adhere to simple rules of parliamentary practice.

Have a worth-while program. Encourage full, free and friendly discussion.

At each meeting extend invitations to join the circle, mention free-will offering, and give notice of next topic for discussion.

Plan occasional evening meetings, so that fathers as well as mothers may be able to attend.

The dues are kept small (10 cents) so that no one need stay away on that account.

Local expense should be met by free-will offerings.

Report any work of importance to CHILD WELFARE MAGAZINE before 10th of month.

At close of year, please ask Secretary to send a copy of her report to State Corresponding Secretary.

At Bonesteel, South Dakota, Mrs. H. R. Kenaston, State Chairman of The Child

Welfare Circle, led the movement to establish a Parent-Teacher Association at Bonesteel. An enthusiastic meeting was held at the high school building, Tuesday afternoon, September 28, 1915. Local officers were elected and the committee in charge has prepared some interesting numbers for the next meeting.

TEXAS

The Seventh Annual Child Welfare Conference of the Texas Congress of Mothers was held in Dallas, October 26, 27 and 28. The program was of unusual interest. Prof. William A. McKeever, of the State University of Kansas, well known for his splendid city child welfare planning campaign, conducted in Kansas, and director of the Child Welfare Department of the State University of Kansas, and other speakers of ability and experience from our own state educational institutions were on the program. Reports of departments and discussions of work already undertaken by the Congress, Conferences of Presidents and County Chairmen were held, when better methods of extending and broadening the work for child welfare in Texas was the theme.

The committee on program was Mrs. John S. Turner, Dallas, Chairman; Mrs. Ella Caruthers Porter, Dallas; Mrs. C. W. Hutchinson, Fort Worth; Mrs. S. M. N. Marrs, President Second District, Terrell; Mrs. J. W. Lee, President First District, Wichita Falls.

Mrs. McDonald Hinckley, President of the Dallas Council of Mothers, was chairman of the local arrangement committee. The sessions were held in the Scottish Rite Cathedral, one of the most beautiful buildings in our city. Luncheon was served the delegates and visitors in the same building. A Child Welfare Discussion Banquet was held on the evening of the 27th at the Oriental Hotel. A reception was tendered the delegates and visitors by Mrs. Ella Carruthers Porter at her new home, "Lake View," Highland Park.

Visits to the educational exhibits of the great State Fair of Dallas, and the various play parks and recreational centers which demonstrate the work our city is doing for child welfare were made.

The Frost School Mothers' Club, of McClellan County, has just entered into membership with the Mothers' Congress. They have been instrumental in greatly improving the sanitary conditions of their school, and gave their aid and influence in securing a bond issue for the purpose of erecting a new school building which will soon be ready for occupancy.

The Cherenó Mothers' Club conducted a Better Babies' Contest in July which was a great success. Visitors and mothers were entertained by addresses on child culture while physicians were examining the babies. Dinner was served on the campus at noon.

Mrs. Chamberlain, of Stephenville, is doing most practical work for the Parent-Teacher Association of her district. She took a course in domestic science in the College of Industrial Arts, at Denton, last summer, so that she might aid the various clubs in this department of study. They have taken the work up very enthusiastically under Mrs. Chamberlain's leadership.

The Hunt County Teachers' Institute held in Greenville during October, gave a section on its program to the Texas Congress of Mothers.

WHAT ADVANTAGES MEMBERSHIP IN THE TEXAS
CONGRESS OF MOTHERS AND PARENT-
TEACHERS' ASSOCIATIONS OFFER TO
LOCAL ORGANIZATIONS

(Read at Wilson County Institute by Mrs
John A. McIntire)

In union there is strength. No stronger adage could be set forth than this one which has been handed down to the present generation. In home, school, state and church has this proved itself to be an axiom. Such self-evident truths are thoroughly demonstrated by the condition of our sister republic, Mexico.

The same was portrayed by the disruption of our own government during the Civil War.

United, we stand, divided, we fall. As the flower and the fruit would fail to produce the delicate tint or the mellow taste, unless connected with the parent tree or shrub, thus any organization that is not connected with its source or origin will fail to be a power within itself.

The real motive power would be less effective. The results would fall below the standard for which the organization had placed its mark.

By coöperation a chain is welded that links each body into a strong relationship which reaches out and is felt by all within its scope.

Not as a maelstrom are we whirled about and at last engulfed, but like the boundless expanse of eternity, our results reach from shore to shore.

This Congress is an education within itself. The chief object is to assist parents and teachers in the education of the youths of our land.

When we seek the education of the people, we strive to work upon mind as well as upon

matter. We know when we work upon materials immortal and imperishable, that they will bear the impress which we place upon them through endless ages. "If we work upon marble it will perish, if we work upon brass time will efface it. If we rear temples they will crumble to dust: but if we work on immortal minds imbuing them with high principles, with the just fear of God and of their fellow-man, we engrave on those tablets something which no time can efface but which brightens and brightens throughout eternity." This can best be accomplished through concerted action.

The purest water comes through the source of the mighty stream, so do the strongest results come from the united efforts and constant contact with others who are enthused over the work and have made careful study of best effects.

This can be accomplished in our local organizations by coöperating with the organizations of the state and nation.

The strong advantage offered us is obtained:

First: By every individual man and woman, married or single, who has paid the annual dues of ten cents to the treasurer of a local organization, and through this officer to the State Treasurer, becoming a full member of the National Congress of Mothers' and Parent-Teachers' Association, and having the right to attend the State and National Meetings, even though not elected a delegate by the local organization.

This privilege can not be excelled, for the strength gained by attending such associations not only creates a desire for nobler and better things, but shows things in a broader and deeper sense. By listening to the interchanging of ideas our views are enlarged. We see objects in a different light—strong stimulus is given us to do and dare.

Second: Organizations in membership can appeal to the State Chairman or to their respective District Chairmen of the various departments for helpful suggestions in any particular line of study or work they might wish to undertake.

This becomes a never-failing fountain from which bubbles knowledge and wisdom. Two heads are better than one, even—I shall leave you to complete the trite saying. In this way, plans are laid by which effective work can be done.

Third: Through the President or the Corresponding Secretary, Loan Papers can be secured for program use for the payment of the small sum of ten cents to cover cost of mailing, etc.?

Our Club has been benefited by this system of papers and some of the best advice

has been derived, especially, from the paper on the "Simplicity of Dress."

Fourth: By addressing the President or the Corresponding Secretary, suggestions for an entire year's program will be furnished.

Fifth: The Several Study-Outlines on Books pertaining to Child Nature in Home and School, can be obtained.

Sixth: Three Study-Courses sufficient for an entire year's program, have been arranged.

Seventh: If the State President is furnished with a list of names and addresses of members of the local organizations, valuable literature from the Home Education Department of the Federal Bureau of Education, and from other sources, will be sent each member.

Through this means of circulating literature, we can be in touch with the best and latest ideas connected with our work.

Eighth: The President of every organization entering into membership will receive a free sample copy of the *CHILD WELFARE MAGAZINE*, the official organ of the National Congress of Mothers and Parent-Teacher Associations.

Ninth: Every new organization numbering fifty which has paid the annual dues of ten cents for each member to the State Treasurer, will be complimented with an annual subscription of the *CHILD WELFARE MAGAZINE* through the courtesy of the National Congress of Mothers. The magazine will be sent to any address designated.

How much more do we expend on magazines of less vital nature, and from which we glean not the helpful views on such subjects, but our minds are harassed by the danger impending and a desperate effort to discover means by which we can assist our children to reach true manhood and womanhood.

Tenth: Every organization has the right to send its president or representative, or one delegate or alternate, for every ten members, to all state and district meetings of the Congress, and to the meetings of the National Congress its president or a representative and one other delegate.

For clubs of fifty or more, there shall be an additional delegate, and one delegate for each 100 members thereafter, both to the state and to the national congress meetings.

Attendance at these district, state and national meetings is stimulating, inspiring. The vision is broadened. One is stirred by the beauty and power of the systematically united body that concentrates its efforts on the most vital things of life and is actuated solely by the love of children and humanity.

Eleventh: Every local organization, no matter how weak in number or in influence, through its membership in the state organization, has a share in state and national-wide

movements for bettering the conditions of child life.

This fact alone should induce organizations to enter into membership. One local organization, no matter how strong it may be numerically, cannot bring about changes which affect the welfare of all children. It demands the united strength of many organizations, working with singleness of purpose and with concentrated efforts.

The Texas Congress of Mothers and Parent-Teacher Association is the one organization in the state, and the National Congress of Mothers' and Parent-Teacher Associations, the one in the nation, that strives exclusively for good homes, good schools, and good conditions for all children. It labors continually for the removal of all hindrances which thoughtless society inflicts as impediments to the well-rounded development of the child in his fourfold nature.

It is a privilege to be recognized as a part of such an organization. Every Parent-Teacher Association or Mothers' Club should consider it an honor, yes, a duty, to lend its strength to this organized child-welfare movement. Every Parent-Teacher Association or Mothers' Club that will interest itself sufficiently to gain a conception of what this unified effort means will be moved by a strong desire to enter into membership, and will do so. More than that, the organization will put forth efforts to offer the privilege of membership to every man and woman in the community. There are few men and women who cannot or will not contribute the small sum of ten cents annually to further this child-welfare work in state and nation.

What the Texas Congress of Mothers and Parent-Teacher Associations gives in practical help to local branches, and what they in turn give to the state and nation, makes membership not only an advantage, but a joy. We should avail ourselves of this golden opportunity. May each organization prove a golden link in sustaining our Mothers' Congress and Parent-Teacher Association.

Let us sweep majestically on, in an increased and increasing current, each living upon, and growing upon the granaries of the past associations and heaping up resources for the future. Let each succeeding meeting more fully develop the true principles of life and action, hushing the evil propensities of society and leading all gently into the paths of virtue and wisdom.

Above all in this Christian republic, let the power and influence of intellect be ever guided by the conservative and invigorating principles set forth in the association.

Thus may each organization faithfully perform the obligations implied in the noble

sentiment introduced by the women who constitute our Mothers' Congress and Parent-Teacher Association—a sentiment that should be regarded and cherished by every citizen of our land—"Education, a debt due from present to future generations."

FT. WORTH

The Tarrant County Parent-Teacher Conference was held September 6, in connection with county institute, which held its session during the week at Central High School. This was our Fifth County Conference. Last year the institute gave us one half a day. After an invocation by Dr. F. E. Gordon, "Star Spangled Banner" was sung. Reports from the following rural and independent district parent-teacher clubs were given: Riverside, Arlington, Diamond Hill, Brooklyn Heights, Polytechnic, Mansfield, Keller, Van Zandt, Arlington Heights, Castleberry, Rosen Heights, Sagamore Hill, and Saginaw. It developed that Saginaw is the only rural school in the county with the department of cooking and sewing, it having been secured through the efforts of the Parent-Teacher Club.

The following program was carried out:

Reports of the District Meeting at Stephenville and State Meeting at San Antonio, Mrs. W. D. Thomas.

Credits for Children's Home Work, County Superintendent Bloodworth.

Bible Study in Public School, Rev. F. E. Gordon.

Courses of Study as Outlined by Texas Congress of Mothers and Parent-Teacher Associations, Mrs. E. A. Watters.

At the close of the meeting many requests were made for literature from the teachers. Many questions were asked about the courses of study.

At the Institute a committee with Mr. O. Z. Gullledge as chairman was appointed to extend the work of the parent-teacher club and social center. The committee has divided the county into eighteen districts with a chairman in each district. It is the duty of the chairman to communicate with members of the general committee when speakers are in demand or organizations are demanded. They will also work in connection with the extension department of the Texas University.

VERMONT

School Children Hold First Fair—Fine Exhibit of Vegetables and Handiwork Shown at Center Rutland.

An interesting exhibition, some of it rivaling the fruits and vegetables department of the Rutland fair, was that held at the town hall in the basement of the school building at Center Rutland, in the town of Rutland. It

was known as the first annual School Children's fair under the auspices of the Parent-Teacher Association of the school, closing in the evening with a concert and an address by Philip R. Leavenworth, superintendent of the school union in which the town of Rutland is included.

Tables arranged about the sides of the hall and display mats hung from the walls were loaded with the many articles which were either grown by the children or the result of their handiwork, while one section was set aside for fancywork which had been done by their parents. The idea was introduced by the Parent-Teacher Association of the school, of which Mrs. William E. Moorehouse is president, and the affair was conducted under the direction of a committee from the association, with the assistance of the teachers of the school. The school directors were very enthusiastic over the showing.

Prizes were awarded to the winners in the various departments, the following winning prizes on vegetables: William Maughan, L. E. Davis, William Burke and Thomas Navin.

The vegetables were arranged on tables and set off in sections, all the rooms in the building being represented. The display included all sorts of vegetables, potatoes, tomatoes, cucumbers, corn, peppers and in many instances they were raised from seeds which were distributed by the teachers in the spring, the seeds coming from the department of agriculture at Washington and from the Children's Mission in Chicago. All the vegetables displayed at the fair were grown by the children and in some instances the seeds were started in boxes in the school rooms, the seedlings being transplanted.

The teachers are rightfully proud of the work of the children in the manual training department because of the fact that no special instructor is employed by the town for the teachings of these lines.

There was an exhibit of a birch bark canoe, 20 inches long and in proper proportion, which was made entirely by hand by Geno Luconini, 13 years old, a pupil in the Center Rutland school. There was also an exhibition a stand suitable for a living room made by the same pupil.

Another exhibit was that of a house made by Archie Solari and Donald Stockwell, students in the Center Rutland school, a miniature structure with chimney, veranda and properly roofed and made entirely of packing boxes. There was a carved gun made by Andrew Bacceti of Center Rutland and a horse attached to a two-wheeled cart carved out of the wood by Karl White of the Cheney Hill school.

In the evening the members of the association sold home-made candy.

Helping the Home to do Its Best Work

Through the Home Education Division, the Bureau of Education is trying to help the home to do its best work.

There are 26,000,000 children of school age in the United States. They spend nine tenths of their time in home environment and one tenth of their time in school.

There are 13,000,000 children under school age whose entire care and education rests with parents.—P. P. CLAXTON, Commissioner of Education.

Parents Should Study Child Nurture

UNITED STATES BUREAU OF EDUCATION

Home Education Circular No. 1—Whole Number 634

1000 Good Books for Children

Revised 1914

Classified and Graded List prepared by National Congress of Mothers Literature Committee, Alice M. Jordan, Chairman.

First edition exhausted. Orders will be filled at five cents per copy.

A Mothers' Course in Reading

This course includes just the books needed in the home, just what every mother wants to know when she is trying to give her children the best care and training possible.

These twenty-six books are chosen largely because they contain exact and practical information and will make a splendid reference library for mothers. After they have been read they can be referred to over and over again.

The directions for reading are very simple and the requirements need not take away from the pleasure in reading.

Copies of this Course may be obtained at the office of the National Congress of Mothers, 910 Loan and Trust Bldg., Washington, D. C.

Other Reading Courses prepared by the Bureau include: Great Literary Bibles World's Great Literature, Reading Course for Boys, Reading Course for Girls.

Over fifteen thousand people are enrolled in the National Reading Circle.

A certificate will be given to all who complete these courses.

PARENTS!

TEACHERS!

Is Your Family Life a Source of Religious Attainment?

Here is a book to help you make it so.

Religious Education in the Family

By HENRY F. COPE, D.D.

"Imparts to parenthood a new meaning, and to the home a new value."—DR. LYMAN ABBOTT.

Price \$1.25, postage extra (weight 21 oz.). Order today from

The University of Chicago Press
Chicago, Ill.